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17. ABSTRACT (MAX. 250 WORDS) As an addition to the Progress Report of Study and Action related to Civil Rights Problems and Compensatory Education Programs, the report listed the actions and items discussed in board meetings and committees related specifically to civil rights education programs from January, 1962 to March, 1964.

Suggestions to the Citizens Advisory Committee on school needs included goals and methods of financing, ideas for the school building committee, and suggestions for the Equal Educational Opportunities Committee.

A summary digest of a report on financing public school education discussed the areas of the economics of existing problems, factors affecting the cost of public school education, and future revenue requirements.

Achievement and racial composition of schools as well as their class sizes and racial composition were listed.

The conference on cultural diversity encouraged its staff members to accept the opportunity to develop greater sensitivity to and awareness of the problems related to cultural diversity in our society and the public schools, to receive a delineation of these problems from the different perspectivies of a number of speakers at the conference, and to develop greater understanding of the various solutions suggested along with the rationale and context of emotion and feeling in which they were offered.

The problem of the low achiever was outlined. Some of the suggestions for helping the low achiever included smaller classes, health service, assistance, supervisors in subject fields, counseling, and an adult program.

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APPENDIX TO
PROGRESS REPORT OF STUDY AND ACTION
RELATED TO
CIVIL RIGHTS PROBLEMS AND COMPENSATORY EDUCATION PROGRAMS

OAKLAND PUBLIC SCHOOLS

Oakland, California

March 31, 1964

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Bennett O. Stalvey

OAKLAND PUBLIC SCHOOLS
Office of the Superintendent

A LISTING OF ACTIONS AND ITEMS DISCUSSED IN BOARD MEETINGS AND COMMITTEE OF THE WHOLE SESSIONS WHICH RELATE SPECIFICALLY TO CIVIL RIGHTS ISSUES OR COMPENSATORY EDUCATION

Minutes

1/2/62 —Ford Foundation Grant to City of Oakland — $2,000,000. (Discussions involving Superintendent of Schools and Associated Agencies relative to securing grant began in Spring of 1959. Application filed by City 6/15/61; revised 12/14/61).

1/16/62 —Ford Foundation Grant —first yr. installment to Oakland schools— $145,000.
—Tompkins School Lunch experiment approved. (Discuss.-12/26/61; 1/2-1/9/62).

2/6/62 —Director of the School Ford Project appointed.

3/6/62 —Ford Foundation Budget 1962-63 approved. (Director of School Ford Project discussed budget and program.)

3/27/62 —Cole-Lafayette Relief School budget approved. ($640,000)

4/3/62 —Secured for Board members: copies of "Education and the Disadvantaged American". (Ed. Pol. Com. of NEA and AASA) (Report in Oak. Trib. noted.)

4/24/62 —Noted: Report on Ford Foundation sent Bd. members by administration; Dir. of School Ford Project participating in April 25 meeting of Council of Social Planning to discuss Ford Foundation grant.
—Bd. authorized Dir. of School Ford Project to attend NEA Conf.-Apr. 27-28, 1962 in L.A.—manpower needs and implications for education to be discussed.

4/27/62 —President NAACP commented on boundary problems.

5/1/62 —Supt. to report in 2 weeks on school boundaries.

5/8/62 —Date for administration's report on boundaries set for May 22.
—Supt. reported: mtg. Civil Rights Commission in Washington, D.C.
—Urban Redevelopment (Acorn Project) discussed.
—President CORE presented statement re de facto segregation.
—Member, Bay Area Civil Rights Action, presented statement re de facto segregation.

5/15/62 —NAACP statement to Calif. State Bd. of Ed. distributed to Board.
—Discussion: re Urban Renewal and Tompkins School.
—Member, Assn. of Parents and Other Interested Citizens of Oakland, spoke re boundaries.
—Oakland Federation of Teachers submitted statement re boundaries.

5/22/62 —"Superintendent's Report on School Boundaries" submitted by Superintendent.
—"Student and Teacher Transfers, Effect on Enrollment, and Approximate cost of Enrollment, Changes in Oakland High Schools Resulting from Boundary Revision Plans" submitted by Business Manager.
—Written statements re boundaries submitted by: 2 faculty clubs; one merchants assn.; one improvement assn.; OTA; NAACP; three individuals and President of Board of Education.
—Fourteen members of audience addressed Board.
—Supt. reported: approx. 88 letters received re boundaries.
(Discussion until 7:45 p.m.)

5/29/62 —Correspondence re boundaries reported; one parent addressed Bd.
—Cole-Lafayette School named Ralph Bunche School. (Discussion.)
—McClymonds High School honored by: (1) Res. of Assembly, Calif. Legis., for exceptional work in athletics (2) granted chapter of Nat'l. Honor Society of Sec. Schools, Nat'l. Assn. of Secondary School Principals.

6/12/62 —YWCA letter recommends forming Advisory Com. on Inter-racial problems.
—Oakland Council of Churches letter recommends Adv. Com. on Race Relations.
—Urban Redevelopment Agency requests joint meeting with Board of Education.
—Matter of Cit. Adv. Com. referred to Publications & Information Com. (It was noted that Council of Social Planning and League of Women Voters have evidenced an interest in formation of Cit. Adv. Com.)
—Discussion: Letter from FEPC re investigation employment practices.
—Report: Tompkins Lunch Experiment.

7/2/62 —Oak. Jewish Community Relations Council letter urging appt. Cit. Adv. Com.

7/10/62 —Publications & Information Com. met re Cit. Adv. Com. Matter held over for further discussion by Com. of Whole (Mayor not in favor of joint participation by City Council and Board of Education).
—Supt. reports tape made of Mayor Richard C. Lee (New Haven) talk at Ford Foundation conf. at Castlemont. Typed copies will be distributed.

7/17/62 —Discussion of Urban Renewal and effect upon the Oakland Public Schools.

7/31/62 —Bd. met as Com. of Whole to discuss appointment of Citizens Advisory Com.
—Presentation of plan for Youth Opportunities Board.
—Supt. reports on CASA Summer Workshop he attended. (Public school financing a major interest; stressed need for aggressive leadership on part of board and educators to solve problem, particularly as it relates to urban (core areas) areas, through legislation.) (Supt. asked to suggest action that might be taken to focus attention on problem of financing.)

8/7/62 —Res. #101041 adopted 7/31/62 by Bd. of Supv. of Alameda creating Youth Opportunities Bd. of Ala. Co. by means of Joint Powers Agreement between Co. of Ala., State of Calif., State Dept. of Employment, City of Oakland and Oakland Board of Education.
—Pres. announced Bd., meeting as Com. of Whole, decided to appoint a Citizens Advisory Committee on School Needs.
—Com. of Whole mtg. to be held Aug. 14 to discuss appointment method to Citizens Com. and scope of inquiry. (Held as scheduled.)

8/14/62 —Bd. member authorized to attend Calif. Negro Leadership Conference at Stanford University Aug. 17-19.

8/21/62 —Bd. member reported on California Negro Leadership Conference.
—Pres., NAACP, addressed Board re Skyline High and de facto segregation.
—Pres., CORE, addressed Board re Skyline High and de facto segregation.

8/28/62 —Discussion relative to Citizens Advisory Committee.
—Discussion re school boundaries. Speakers: Legislator & a former Bd.member.
—Committee of Whole meeting re Citizens Advisory Committee.

9/4/62 —Supt. submitted: "School Boundaries-A Statement and a Recommendation" (Open enrollment plan) (Supt. to submit completed plan after Superintendents Convention.)

No. 1

9/4/62 —Supt. distributed: Letter re Cit. Adv. Com. to be sent to five organizations who requested its formation.
—Letter re Cit. Adv. Com. to be sent to NAACP, CORE, & other groups.
—Bay Area Urban League, Mexican-American Political Assn. of Ala. Co., Jewish Community Relations Council request representation on Cit. Adv. Com.
—Procedure established for handling letters re Citizens Advisory Committee.

9/11/62 —Representative of Parents and Other Interested Citizens of Oakland addressed Board re open enrollment.

9/18/62 —OFT ask if Cit. Adv. Com. to have sub-com. on racial problems.

9/25/62 —Pres. and Bd. member attend FEPC luncheon (anniversary).
—FEPC representatives will be contacting all Board members.
—Bd. member authorized to attend Calif. Ed. Study Council meeting Oct. 29, Burlingame. (Public schools' responsibility for disadvantaged youth.)
—Discussion re Golden Gate.
—CORE raised questions re Citizens Advisory Com. sub-committees.
—Authorization given to 16 principals and Director School Ford Project to attend conf. on "The Changing City: Children from Deprived Backgrounds"- sponsored by U.C. at Guerneville on Oct. 4 & 5.

10/2/62 —Prescott kitchen to serve: Cleveland, Durant, Edison, Grant, Harbor Homes, Piedmont Avenue, Prescott, Tompkins, Willow Manor, Dewey, High St. Homes, Lazear
—Jt. Powers Agreement for Youth Oppor. Bd. approved; drop-outs discussed.
—Report on OPS Ford Foundation Project presented by Director.
—Discussion — NAACP suit vs San Francisco and possibly Oakland.
—Discussion — Cit. Adv. Com. (Organizations to receive letter)

10/2/62 —Pres. stated mtg. was held with NAACP "to get us working together with common goals". (Held prior to announcement of suit.)
—Supt. has been meeting with NAACP & others prior to announcement re suit.
—YWCA — sends letter in support of Citizens Advisory Committee.
—Discussion: Golden Gate overcrowding; possible solutions.

10/9/62 —Reports: Summer Workshop - in-service program re cultural diversity.
Summer Schools (Elem.) —Emphasis on helping retarded readers.
Summer Schools (Sec.) —Remedial Work, review, Make-up, etc.
—Cit. Adv. Com.—organizations to be contacted re people to serve.
—Jewish Community Relations Council letter approving sub-com. culturally deprived minority child.
—Committee of Whole meeting re Citizens Advisory Committee.

10/16/62—Secure Detroit Equal Educational Opportunities report for Bd. members.
—Conclusions from Com. of Whole mtg. on Oct. 9 on formation of Cit. Adv. Com. on School Needs adopted as part of Minutes of 10/16/62.
—NAACP sends letter objecting to procedures Board followed and indicating they do not choose to submit names for Citizens Advisory Committee.
—Adm. to secure for Bd. members Minutes of State Board of Ed. mtg. re using their authority to desegregate local districts.(Recd. & dist. 10/30/62.)
—OFT presented report on the Culturally Deprived in the Oakland Schools.

10/23/62—Youth Opportunities Bd. agreement to be signed 10/30/62.
—Senior Citizens group to be contacted re Citizens Advisory Committee.
—Personnel meeting to consider appt. of Chairman for Cit. Adv. Com.

10/30/62—Supt. reported on Conf. of Supt. of Schools in Cities over 300,000 population. (School boundaries and open enrollment.)
—Discussion relative to open enrollment.
—Personnel meeting to discuss appt. of Chairman for Cit. Adv. Com.

11/7/62 —President announced appointment of Chairman of Citizens Advisory Committee.
—Pres. announced Cit. Adv. Com. will have following three sub-committees: (1) Finance (2) School Buildings (3) Equal Educational Opportunities for all students. (General chairman also to serve as chairman of EEO Com.)

11/13/62—"Recommended Program of Open Enrollment" (dated 11/13/62) presented by Supt.

11/30/62—Open enrollment proposal discussed.

11/27/62—Supt. reported D.A. opinion re open enrollment plan.
—Supt. presented "Response to Questions Relative to Racial Predominance in Schools". Discussion followed.

12/4/62 —Alternative "full enrollment plan" presented.

12/11/62—Letter from Men of Tomorrow Inc. submitting names for Cit. Adv. Com.
—Letter from Men of Tomorrow Inc. withdrawing names submitted.
—Letter from YWCA with statement of their position on integration.
—Final copy received of Youth Opportunities Board Joint Powers Agreement.
—Questions raised re open enrollment plan (plan to be discussed 12/18).
—Board member presents statement re culturally deprived.
—Board member re-introduces proposal re Skyline High School.(Presented 5/1/62)
—Independent Classroom Tchrs. request information re open enrollment.

12/18/62—Letter from Calif. Labor Fed. AFL-CIO with resolution re de facto segregation.
—Discussion: Whether Cit.-School Finance Com. to receive 5-yr. Forecast.
—Supt. presented: "Comments Related to Various Boundary Proposals and Questions concerning Open Enrollment" (dated 12/18/62).
—Discussion: Open Enrollment. (FEPC Warehouse Local No. 6, Independent Classroom Teachers, and OFT addressed Board re open enrollment.)
—Motion to approve open enrollment laid on table for one week.

12/19/62—Com. of Whole mtg. to discuss Supt. report & motion re open enrollment.

12/26/62—Supt. to prepare res. re adoption of textbooks stressing contrib. of minority groups (similar to res. adopted by Newark, N. J. Bd. of Education).
—Letter from NEA asking policy on pupil placements.
—FEPC brochure "Success Story" to be distributed to schools if available.
—Open enrollment: Approved. (Discussion)
—Request from S.F. State College for statements of Board re school boundaries and existing patterns of segregation. (Discussion)
—Adm. to check with D.A. re boundaries for Ralph J. Bunche School.

1/8/63 —FEPC brochure "Success Story" secured and sent to high schools.
—Discussion: Reduction of class size in culturally deprived areas.
—Discussion: Need for volunteers for Ford Foundation Library.
—Mtg. with U.C. staff re experimental programs on joint basis. (To be discussed in Committee of Whole on January 15.)
—Discussion: Charges for the Citizens Advisory Committee.
—Distributed: "Open Enrollment Procedures" (dated 1/4/63) (with addition of priority for students in overcrowded schools).(Supt. to present plan for distributing information re program to parents.)

1/8/63 --Supt. presented and discussed: "A Brief Statement relative to Educational Program and the Five Year Forecast of Revenue and Expenditures". (Items included: Programs related to problems of the Large Cities, etc.)

1/15/63 --Correspondence re: de facto segregation; three acceptances to serve on Cit. Adv. Com.; one refusal to serve because of other commitments; letter from Men of Tomorrow member nominated by Bd. member indicating unable to serve due to conflict in board of Men of Tomorrow and attitude of NAACP regarding Cit. Adv. Com.
--Adm. presented proposed resolution re purchase of instructional materials which portray contribution of minority groups in America. (Action deferred to later date.) (Approved 1/22/63 — Res. #20108.)
--Adm. suggests closing out Golden Gate Jr. High and absorbing students in W. Wilson and Hoover. (Effect on open enrollment discussed.)
--Discussion: Charges for the Citizens Adv. Committee.
--Discussion: OFT report on culturally disadvantaged.
--Discussion: Board member's statement on culturally disadvantaged.
--Com. of Whole to meet Jan. 17 at 5:00 p.m. to discuss charges to Cit.Adv. Com.

1/22/63 --Letter from NAACP indicating pleasure with Charge to EEO Committee.
--Letter from NAACP requesting permission to submit names for EEO Committee. (Consensus: that they be asked to submit 3 names for Cit. Adv. Com.)
--Letter from member of Men of Tomorrow indicating desire now to serve on Cit. Adv. Com. (Request granted.) (Had been nominated by Bd. member) (Not replaced.)
--Letter from Men of Tomorrow, Inc., requesting permission because of charge developed to re-submit names for EEO Committee. (Request not granted.)
--Letter from individual asking to serve on Citizens Advisory Committee.
--Report by administration on workshop on Cultural Diversity.
--Distributed: Letter to parents re open enrollment.
--Statement by Board member re open enrollment plan.
--Adopted (by unanimous vote): Charges to Cit. Adv. Com. on School Needs.
--OFT congratulates Board on charges to Citizens Advisory Committee.
--Report on Com. of Whole mtg. (1/15/63) — follow-up on U.C. study.

1/29/63 --Bd. members authorized to attend Guerneville Conf. on culturally deprived.
--Discussion: re Golden Gate School in relation to open enrollment.

2/5/63 --Discussion: Golden Gate School. Effect of phasing out on racial imbalance.
--Supt. reported: 700 open enrollment applications received to date.
--OFT recommendations as regards to culturally disadvantaged.(In-service course)
--Bd. member suggested contacting Stanford in connection with their $1,000,000 grant to experiment on learning to see if Oakland can participate in program.
--Asst. Supt. reports on Assoc. Agencies Elem. Sch. Proj.(Ford Foundation).

2/13/63 --Supt. commented re expulsions & suspensions & programs to help students.
--Distributed: "A graphic presentation-Support for Public Schools in the State of Calif.", published by Calif. State Dept. of Ed., 1962.
--Pres. distributed: Opinion in the case of Rachel Lynn Bell vs. School City of Gary, the Supt. of Schools and members of the Board of Trustees.
--Chr. of Afro-American Association addressed Board re "Project Self-Help".
--OTA requests: augmentation of EEO Com.; wish to submit name for Com.
--Meeting called for 3:45 p.m. on February 19 to discuss OTA request.
--Staff members authorized to attend Governor's Conf. on Delinquency, 3/13-14/63 in Sacramento.

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2/19/63 —Invitation received from Bay Area Urban League to attend regional urban renewal institute in San Francisco on Feb. 28 and Mar. 1 to discuss racial problems in housing, urban renewal and community planning. (Board consensus: respond on individual basis.)
—Approval given: for admin. to work with U.C. to obtain funds for Oakland's Summer Workshop through grant from Dept. of Health, Ed. & Welfare (in-service training for teachers & students working with underprivileged).
—Consensus: Request D.A. opinion on whether the new regulations adopted 2/14/63 by State Bd. of Ed. in Section 2010 of Ed. Code apply to open enrollment plan, also Section 2011.
—Approved: Supt., Bus. Mgr., Board members to attend Stanford Research Institute Conference in Los Angeles re school financing report.
—Interagency Project Dir. & Agency Coord. to attend Gov. Conf. on Delinq.

2/26/63 —Supt. reported: 1068 applications received for transfers under open enrollment plan.
—Supt. emphasized need for increased state aid for Oakland. Distributed Ed. bills submitted to Legis., noting those having to do with finance.
—Supt. asked to include additional information in report on open enrollment.
—Appointed: Citizens Advisory Committee on Oakland School Needs.
—Discussion: re school financing (AB 888 and AB 1000).
—OFT questioned: whether teachers' salaries to be considered by Cit. Adv. Com. (Consensus: Finance Com. to study needs & recommend means of securing funds to run school system.)

3/5/63 —Discussion: Expulsions and possible course of action.
—Tompkins School rec'd. Principal Award-Freedoms Foundation at Valley Forge.
—Baymont Dist. Community Council requests representation on Cit.Adv. Com.
—Letters from Parent and No. Oakland District Community Council re Golden Gate.
—Supt. distributed: Report on AASA Conf. (discussion of school drop-outs).
—Admin. reports on Low Achiever Program (inc. student tutoring program).
—Supt. distributed & read "D.A.'s Judgment of legality of Oakland's Open Enrollment Policy".
—Asst. Supt. presented: "Open Enrollment Statistics".
—Discussion: Golden Gate phasing out; parents raise questions re state regulations with regard to segregation.
—Rep. from Mex.-American Pol. Assn. addressed Bd. & recommends Bd. endorse Charter Change. (Elect Board members by district.)(Neighborhood rep.)

3/12/63 —Marian Anderson visited Cole School. Talked to students.
—Rep. of Mex.-American Pol. Assn. again addressed Bd. re Charter change.
—Letter from Gen. Mgr. Spanish Speaking Programs Station KOFY endorsing representation on school board on a geographical basis. (Charter change.)
—Statement submitted by member of Mex.-American Pol. Assn. relative to Mexican-American students.

3/19/63 —Discussion: financial needs (AB 888); send resolution in support; notify Citizens Advisory Finance Committee of position.
—Summer School approved for 1963-64.
—Distrib.: "Data Sheets-Elem. School Building Survey".(Given Cit. Adv. Com.)
—Supt. presented: "Alternate Plans to Provide for Students in Golden Gate Jr. High School and Recommendations of the Administration" & "Golden Gate Elementary School Plant".
—Discussion: Golden Gate phasing out. Parents & pres. NAACP participate.

3/26/63—Parents send letter questioning timing on letters on open enrollment.
—April 1963 issue EBONY gives recognition to McClymonds High students.
—Discussion: Golden Gate phasing out in relation to Ed. Code(2010 & 2011)
—Supt. submitted: Letter from D.A. re phasing out Golden Gate.
—Action: Bd. approved plan for phasing out Golden Gate Jr. High School.
—Suggested: That Bd. obtain formal opinion from D.A. how ethnic composition of student bodies can be obtained. (Consensus: Hold for study.)

4/2/63 —Bd. member discussed low achiever program with Mills College Dept. of Ed.
—A Bd. member to attend special hearing in Sacto. for AB 888 on Apr. 10.
—$1,000 gift received for Interagency Project for tutoring program.
—Supt. reported on question previously raised by parent — open enrollment applications. Discussion followed.
—Letter from parent relative to application for Claremont — open enroll.
—Admin. authorized to make over-all changes needed at Claremont & W. Wilson in connection with phasing out Golden Gate Jr. High School.
—Discussion — school financing — AB 888.
—Bd. agreed to submit to D.A. question (slightly modified) raised 3/26/63.
—Discussion: whether Tribune editorial of March 28, 1963 should be sent to Cit. Adv. Com. (Consensus: No) (Concerned closed meetings.)
—Discussion: Re letter from member Board of Directors of No. Oakland Dist. Community Council re their position in re to phasing out Golden Gate.
—Member of audience speaks in support of AB 1240 (Fair Housing bill).
—Admin. reports on Summer Session Program-1963. (Reading improvement.)

4/17/63 —Chairman of Cit. Adv. Com. on School Needs presented to Board.
—Certificated Salary Committee Report presented; to be sent to Cit. Adv.Com.
—Parent requests reconsideration of application for child under open enroll.
—Parent raises question re acceptance of application under open enrollment. (Claremont)
—Invitation from Redevelopment Agency to special mtg. May 1 re Oak Center.
—Received and circulated: Congressional Committee report relative to Dist. of Columbia Stadium Riot on Thanksgiving Day, 1962.
—Discussion: AB 1240 (Fair Housing Bill).
—1963 Summer School approved (See 4/2/63).

4/23/63 —Discussion: Urban Renewal meeting on May 1 — who should attend.
—Findings developed at Guerneville Conf. to be sent to Board members.
—Supt. to try to work out schedule for Ralph J. Bunche to visit Oak. schools.
—Discussion: AB 888 (school finance).
—Discussion: Young Audience Inc. concerts. (Arrange concerts for children from culturally disadvantaged areas.)
—Supt. reported on Conf. of Supt. of Schools in Cities over 300,000 population. (Covered problems relating to urban areas, etc.)

4/30/63 —Discussion: Symphony concerts. (Concerts for culturally deprived areas.)
—Request from Cit. Adv. Com. Sub-committee on School Bldg. Needs for Booz, Allen & Hamilton consultant service. (Consensus: Supt. towork out contract.)
—Decision: 3 Bd. members & 2 staff to attend May 1 Redevelop.Agency Mtg.
—Supt. reported on legislation re school drop-outs & compensatory education.
—Supt. reported Ralph Bunche unable to visit Oakland schools.
—Supt. submitted: Proposed boundaries for Ralph Bunche School. Discussion. Hearing May 14.
—Bd. questioned status of FEPC investigation of employment practices in OPS.
—Parent questioned no. portables composing classroom,cafe. & lib.(Bunche)
—Asst. Supt. authorized to attend Guerneville Conf. re culturally deprived.

5/7/63 —Approved: Limited funds under Low Achiever Program for Young Audiences, Inc., concerts.
—Approved: Booz, Allen & Hamilton contract to provide consultant service to Cit. Adv. Com. - School Buildings Needs Sub-committee.
—Data Sheets Jr. High School Bldg. Survey & Data Sheets Senior High School Bldg. Survey-Adm. Bldg., Shops & Warehouse to be given to School Bldg.Com.
—Report given on May 1 meeting with Redevelopment Agency.
—Discussion: re disposition of money from Tompkins School.
—Report by Board member re: May 1 conference in Guerneville.
—Question from audience: re what district has done with regard to compensatory ed. legis. enacted. (Answer: Adm. applying for funds under legis.)

5/14/63 —14,000 books labeled and processed for new Ralph J. Bunche School.
—Reported: James Baldwin addressed students at Castlemont High School.
—Discussion and approval: Boundaries for Ralph J. Bunche Elementary School.
—Boundaries presented and hearing set for May 28 for following:
Recommended Attendance Areas for the John Marshall School.
Recommended Attendance Areas for the Henry J. Kaiser Jr. School.
Recommended Attendance Area Adjustments (Woodland-Highland Schools; Bella Vista-Cleveland-Glenview Schools).
—Discussion re optional areas, transporting pupils, etc. re above boundaries.

5/21/63 —Suggested: Areas between buildings at Bunche School be lightened.
—Letter from FEPC indicating their final report on employment practices in Oakland school district will be given in summer.

5/28/63 —Received Ala. Co. School Dept. Memo analyzing SB 1379 (county-wide vocational school).(Bd. members asked to study & be prepared to discuss.)
—Discussion: McAteer Act (Compensatory Education).
—Discussion & approval of boundaries submitted 5/14/63 except Bella Vista & Cleveland & Henry Kaiser Schools, held for further consideration.
—Bus. Mgr. distributed following which were requested by Cit. Finance Com.: Comparisons of BAH forecast to budget for 1962-63 & to actual expenditures for 1958-59 to 1961-62.
—Budget and Salaries Committee meeting.

6/4/63 —Supt. noted work continuously going on in re under-achievers.(Fremont proj.)
—Boundaries approved: Bella Vista-Cleveland Schools. (Segregation an issue.)
—Approval given: For ethnic count in schools for EEO Committee use.
—Supt. reports: EEO Committee wants consultant service.
—Bus. Mgr. reports School Bldg. Needs Com. to make report in two weeks.
—Question raised re: Fair Housing bill. Statement sent to legislators.

6/11/63 —Discussion: Tompkins site and intent of City and Redevelopment Agency.
—Letter from parent requesting child attend school out of attendance area. Request related to problem of segregation. (Discussion)
—Discussion & approval: Henry J. Kaiser Jr. School attendance boundaries.
—Discussion & approval: Annexation of Sheffield Village to San Leandro School District. (Pres. questioned boundary change in re to sections 2010 & 2011 of Ed. Code. Supt. indicated racial composition in San Leandro schools would be different from Oakland schools involved).
—Authorized sending legislators letter opposing AB 1000 (finance).
—Authorized Dir. of Indv. Guid. & Atten. to be absent June 5 to provide information for legislative hearing in Sacto. re special classes for educationally handicapped children.

6/18/63 --Approved NDEA program - Math. (to meet needs of students who are moving slowly).
--Approved NDEA program - Castlemont -- Pre-Technician Training program.
--Discussion: re Acorn Project and Redevelopment Agency.
--2 Board members accompany 6th gr. classes (115 children) from Cole School to Giants Ball Game. Guests of Willie Mays.
--Parent questions placement of her two children under open enroll. Discussion.

6/25/63 --Budget adopted for 1963-64 (Discussion: re need for increased state aid).
--Letter from Central Labor Council of Alameda Co. with Statement of Policy on "Work Relief Program".
--Discussion: re exceptions under the open enrollment plan. Superintendent recommends: none. Decision: give further study.
--Supt. reported: $15,000 grant received through Dept. of Health, Ed. Welfare to cover 3 workshops (student tutoring in Workshop, workshop for Oakland teachers in a study of cultural diversity, small inter-agency workshop in the fall).

7/9/63 --Discussion -- Open Enrollment (exceptions requested). Supt. recommends no exceptions. Action deferred until July 16.
--School Financing -- authorized staff member to attend Special Session Legis.
--Presented for approval: Adm. Bul. #48-Book Selection (Item 6 relates to ethnic groups.)
--Supt. presents: Statements Regarding 1963-64 Budget (financial problems) (Suggested cuts.)

7/16/63 --Discussion: re Tompkins School site and Oak Center Project. approved.
--Jt. Powers Agree. for Purchase of add. copies of Stanford Finance Study.
--Supt. presents: Statement & recommendation re reopening Open Enrollment-fall 1963. Approved by unanimous vote (with understanding in compliance with Section 2010 & 2011 of Education Code).
--Member of audience questioned whether staff at Kaiser & Marshall would be enlarged if necessary under open enroll. Ans.: Yes, if necessary.
--Discussion: Compensatory Education (McAteer Act)
--Request: That State Supreme Court Decision in case of Jackson vs Pasadena school district be secured for Board members.
--Com. of Whole to meet with representative Central Labor Council on July 23. (Civil Rights Problems)
--Letter from President of United States re civil rights problem.
--Tutoring program commended (conducted in Summer Elementary Schools)

7/23/63 --Letter from Mayor re intent of City with regard to Tompkins site.
--Approved: sending letter of intent to City & Redevelopment Agency re Oak Center and Tompkins site.
--NAACP proposals (Civil Rights issue) (Statement by Board member).
--Consensus: Request EEO Com. to give interim report at earliest possible date.
--Supt. reported: Admin. in-service program re problems of cultural diversity to be given. (Will spearhead a plan for three-year program for entire staff.) (Planned during 2-day conf. with administrators prior to school closing.)
--Letter from Com. on School District Organization recommends annexation of Sheffield Village to San Leandro. County Bd. of Supv. so advised.

7/30/63 --Supt. distributed press release re NAACP proposals. Nothing received from NAACP.
--Board opposes: County-wide tax as a matter of principle; express need for additional state aid; Senator from this county to be so notified.
--Supt. reports: Cit. Adv. Com. sub-committees to make report August 27.

7/30/63 --Request: Secure for Bd. findings of 10-state study by Stanford Univ. re pupil achievement as it relates to home, etc.
--Discussion: Threatened racial demonstrations & demands against schools. (Mayor's Committee)
--Consensus: Cit. Adv. Com. be asked to estimate when final report will be made to Board and in what form.
--Admin. reports: On Legislative bills passed (finance).

8/6/63 --Mexican-American Political Assn. requests permission for member of Mexican-American community to attend & participate on non-voting basis in EEO Committee mtgs. Consensus: request reasonable; so inform chairman of Cit. Adv. Com.
--Asst. Bus. Mgr. authorized to attend hearings on Education Bills (finance).

8/13/63 --Public Hearing on 1963-64 budget. (Discussion: inadequacy of budget & inadequacy of legislation on school finance).
--Motion to adopt policy of non-discrimination with regard to contracts. (Consensus: Matter be referred to D.A. before taking any action). (Matter already under consideration by administration.)
--Supt. reports: Prelim. applications for compensatory ed. to be screened in San Francisco August 16.
--Correspondence: Letter suggesting name of person to serve on EEO Com.
Letter from City Clerk acknowledging Board's letter re Tompkins School.
--Supt. distributed: Public Announcement for Open Enrollment Procedures which will be effective Sept. 3 through 13, 1963.
--Discussion: Mtg. on Sept. 3 re methods of approach to district's problems (Need for state aid). Consensus: Defer until after report by Cit. Adv. Com.
--Correspondence: re boundaries (Skyline, Oakland & Oakland Tech. High).
--Discussion: Letter re civil rights. Requested by President Kennedy.
--Pres. CORE, expressed appreciation for Board's continued interest in open school boundaries.
--Asst. Sec. Central Labor Council of Alameda Co. presented statement of a proposed program & recommendations of the Civil Rights Sub-Committee.

8/20/63 --Noted: S.F. State Col. Extension Div. course on KPIX - "Cities & Negroes".
--Letter from Pres. NAACP submitting proposals re de facto segregation.
--Supt. distributed & discussed: Conference Program for "Cultural Diversity & the Oakland Public Schools - In-Service Program for Administrators and Supervisors". (August 29.)
--Bd. member reported on No. Calif. Negro Leadership Conference.
--Supt. stated admin. trying to secure sizeable grant for training programs.
--Bd. member suggests: "Project Self-Help"-Oak. Volunteer Ed. Corps".
--Lowell teacher suggests library of tape recordings be kept of speeches re Cultural Diversity.

8/27/63 --Citizens Com. on School Needs reports to Board.
--Com. of Whole to meet Sept. 3 to discuss Cit. Adv. Com. proposals; NAACP proposals; & official report from the U.S. Commission on Civil Rights.
--Letter objecting to NAACP proposals.
--Letter suggesting busing from over-crowded schools as aid to integration.
--Letter from U.S. Commission on Civil Rights enclosing copy of preliminary staff report (Heyman Report) on civil rights problems in Oakland. (President to reply).
--Supt. reports: EEO recommendation for expanded opportunities for Negro teachers is administrative policy at present & adm. continuing to move ahead as fast as possible.

8/27/63 --Supt. invites Bd. members to attend Aug. 29 In-Service program.
--Bd. members authorized to attend Aug. 29 Conf. with expenses pd. by Dist.
--Supt. announced: mtg. with new teachers Sept. 4, 1963 on Cultural Diversity. (First time meeting of this nature held and open to teachers only.)
--Bd. member reported at length on No. Calif. Negro Leadership Conf.
--Approval given: To employ consultant to EEO Committee.
--Letter from CASA re Stanford Finance Study.
--Supt. reported: Oak. designated for pilot program in compensatory education.

9/10/63 --Approved: Budget for Ford Foundation Program for 1963-1964.
--Distributed: Letter from NAACP dated Aug. 19, 1963, and Board's response; "Equality is not Negotiable!" received from NAACP Pres. for distrib.; Letter from U.S. Commission on Ed. expressing appreciation for materials re school dropouts and civil rights problems.
--Supt. to secure information on San Francisco survey of dropouts.
--Proposed Resolution re selection of textbooks, etc. which portray accurately contribution of minority groups in America distributed by Supt.
--Supt. presented for approval revisions in Rules & Regulations. (Changes have to do with site purchase and teacher assignments and transfers in relation to ethnic composition of community) (Sections 1025, 2412,2416)
--Supt. distributed copies of letter sent home today to parents re open enrollment.
--Supt. reported 368 students take advantage of open enrollment by 4:00 p.m. 9/6/63.
--Supt. to report at next mtg. on open enrollment. (Closes 9/13/63.)
--Supt. reported Dr. Reller indicated no funds available to implement programs beyond those already developed by the admin. of the University.(U.C.)
--Supt. reported admin. working on program with U.C. Dept. of Criminology.
--Report on Com. of Whole mtg. on Aug. 27 re EEO and NAACP proposals.
--Supt. asked to prepare Bd. Rules & Regulations covering EEO recommendations approved.
--Com. of Whole to meet Sept. 24 re: Section 363 of Ed. Code; appt. of Dir. Comp. Ed. and Heyman Report.
--Letter to NAACP in response to their demands to be attached to Minutes.

9/17/63 --Approved: Res. No. 20409 requesting State Bd. of Ed. give preference to textbooks & instructional material accurately portraying contribution of minority groups.
--FEPC letter indicates report on OPS employment practices to be given at end of year.
--Letter from individual indicating interest in serving on Cit. Adv. Com.
--Supt. reports: Total applications, inc. Spring, under open enroll. - 489.
--Supt. reports: Adm. working on proposal with regard to McAteer Act (Comp. Ed.) and AB 464 (Educationally Handicapped Minors) which will need additional funds. Stressed importance of comp. ed. program & need for good job in limited area.
--Parent raised question re a school not listed for open enrollment. Procedure explained.
--Com. of Whole meeting at 5:25 p.m. to consider appt. of Dir. of Comp. Ed.; Sec. 363 of Ed. Code and Heyman Report.
--Dir. of Interagency Proj. School program authorized to attend a mtg. in New York City relative to Proj. as requested by the Ford Foundation.
--OTA presented resolution (adopted 9/16/63) re comp. ed. & de facto seg.

9/24/63 --Adopted changes and additions in Rules & Reg. (Sec. 1025, 2412, 2416).
--Supt. presented: Summary of Open Enroll. Transfers Sept. 3-13, 1963.

9/24/63 --Supt. discussed: Demonstration Proj. in Compensatory Ed. (McClymonds, Technical, Willow Manor, Golden Gate).
--Action: Approved recommendation of adm. re comp. ed. projects & budget transfer of $62,000 to cover same. (Res. 20417)
--Dec. 16 target date for EEO Com. to complete work. Asked to be advised of any board actions affecting their studies between now and then.
--Supt. asked to send EEO Com. notice of action on comp. ed. programs today.
--Pres. reported on Com. of Whole mtg. on Sept. 17. (See 9/10/63)
--Com. of Whole mtg. re Heyman Report changed from 9/24 to 10/1.

10/1/63 --Letter from Senator acknowledging letter re county-wide tax.
--Supt. distributed: "Report to the Public -- Student Behavior Policies".
--Supt. discussed: Plan developed with police & juvenile authorities for handling attacks on students - particularly extortion & assault & battery and mtg. planned with principals to explain same.
--Member of "informal group of citizens" read statement re school integration.
--Pres. reported on Com. of Whole mtg. today re Heyman Report.
--Dir. Special Ed. authorized to attend mtg. called by State Dept. of Ed. to design standards for classes for educationally handicapped.

10/8/63 --Bd. expressed concern over number of suspensions; discussion re Youth Opportunities Board.
--Discussion: Chevrolet site & other sites in area - attendance patterns.
--Adm. to notify Cit. Adv. Com. Bd. interested in Chevrolet site.
--Assignment of army children in Oak. schools questioned (area of attendance)
--Supt. distributed & discussed: "Oakland Counseling & Guidance Conference" Oct. 3,4,5, 1963, (re under-achiever & culturally disadvantaged youth).
--Supt. reported: U.C. meetings held re joint program effort. No funds.
--Pres. announced: Com. of Whole mtg. Oct. 22 & Nov. 5 to discuss Heyman Report.

10/15/63--Supt. reported: On Conf. of Supt. of Schools in Cities over 300,000 (Civil rights issues and special programs discussed).
--Supt. reported: re assignment of army base children in Oakland schools.
--Discussion: re army base children as related to boundaries and open enroll.
--Supt. requested: to secure for Bd. members Heyman Report now published in final form.

10/22/63--EEO Com. requests Bd. to sponsor conf. on problems of urban areas.
--EEO Com. request approved; Supt. to work with EEO Com. in setting up prog.
--Supt. distributed: letter sent to EEO Com. re effect of open enrollment on racial composition of Oakland schools.
--Supt. distributed: report on State Testing Program-Fall 1962 (Discussed in Com. of Whole mtg. 10/22/63 at 7:30 p.m. in re Heyman Report).

10/29/63--Budget transfer approved: $3,500 (Consultants for EEO Conference.)
--Letter from NAACP Youth Council indicating they have initiated program in senior high schools appealing "to all Negro & other minority students to refrain from taking part in the pledge of allegiance ceremonies whenever & wherever one may be called upon to do so".
--Statement by Pres. re NAACP Youth Council letter. Discussion.
--Supt. to check on Code & State Bd. regulations re pledge of allegiance.
--Dir. Certificated Personnel presented: "Personnel Report -Recruitment & Selection of Teachers, Oct. 1963".(Suggestion made that more Negro colleges be contacted.)
--Supt. reported: D.A. response re civil rights provisions in contracts.

10/29/63—Supt. requested: to get opinion in writing from D.A. relative to civil rights provisions in contracts.
—Supt. presented: "Effect of Open Enrollment on Racial Comp. of Elem.Sch." Requested to prepare similar breakdown for secondary level.
—Parent raised question regarding discipline cases involving race.
—President announced: Com. of Whole mtg. on Nov. 5 to discuss Heyman Report.
—Approved: absence of two staff members to attend Conf. on Ed. of the Disadvantaged American sponsored by U.C. at L.A. and the CTA on Nov. 8.

11/5/63 —Letter protesting remarks made at Technical High assembly by Louis Lomax.
—Letter protesting position taken by NAACP youth group.
—Supt. distributed: "Activities with Respect to the Flag" (Code section) (Title 5); "Flag, Patriotic Exercises, & the Pledge of Allegiance"(Ed. Code); "Effect of Open Enrollment on Racial Composition of Junior and Senior High Schools - Feb. 1963 and Sept. 1963"(Breakdown by numbers instead of per cent).
—Pres. discussed Juvenile Court laws and procedures.
—Principal of school in Ford project granted leave to attend conf on Ed. of the Disadvantaged American in L.A.
—Supt. & Assist. Supt. authorized to attend Special Scholarship Program Conf. sponsored by Kansas City Association of Trusts & Foundations & the Kansas City Bd. of Ed. Nov. 19-20, 1963.
—Supt. distributed: "Interim Committee Meetings" of Senate Committee on Rules (civil rights issues).

11/12/63—Letter rec'd. re position taken by NAACP Youth Group re pledge to flag.
—Letter from Bay Area Fellowship for Ethnical Culture requesting that the chairman of their Public Affairs Com. be appointed to EEO Committee.
—Letter: re boundaries.
—Discussion: Personnel Report. Suggest recruiting in southern United States.
—Approved: $2000 budget for employment of Booz, Allen & Hamilton to assist Cit. Adv. Com. School Finance Com. in preparation of their report.
—Approved: President attendance at Special Scholarship Program Conf. in Kansas City, Nov. 18 and 19.
—Compensatory Ed. program at Willow Manor commended by Board members.
—Bd. member commented on Interagency Project mtg. at Stonehurst School. Commended work of reading teachers & librarians with culturally disadvan.

11/12/63—Letter of commendation from Ala. Co. Bd. of Ed. for accomplishments in Youth Study groups.
—Pres. reported Bd. met from 4:00-6:00 p.m. Nov. 5 to discuss Heyman Report.
—Oct. 22 discussion of Heyman Report summarized in Oct. 25 Supt. Bulletin.
—Two Interagency Project members authorized to attend Conf. on Race & Property sponsored by University of Calif. November 22, 1963.
—Authorization given to Dir. of Interagency Project School program and principals of McClymonds & Technical High Schools to attend Conf. on Ed. of the Underprivileged at University of Pacific.

11/19/63—Attendance of Pres. at Kansas City Special Scholarship Conf. counted in lieu of Board meeting.
—Letter from NAACP Youth Council canceling proposal of "no pledge of allegiance". (Referred to Sec. for acknowledgment with instructions how to answer.)
—Letter from D.A. stating when Attorney General ruling on civil rights provisions in contracts is received will answer Board's letter.
—Rev. John Frykman addressed Bd. re: special school for dropouts his group is starting. Asks Board's assistance.

11/26/63—Supt. distributed copies of revised Student Behavior Policies.
—Four Interagency Project teachers authorized to attend Conf. on Language Development in Culturally Disadvantaged Children,U.C. Berk. Dec.6-8,1963.

12/3/63 —Authorized appraisals on properties to be purchased for Prescott site addition.
—Letter from Ralph Bunche stating cannot attend dedication of Bunche School.
—Discussion: over-ride taxes. Action; send letter to Legislators from Alameda County.
—Distributed: program for EEO Conference December 6-7, 1963.
—Supt. distributed & discussed: "Pupils at Various Levels of Reading Achievement (SCAT and STEP Reading, Fall, 1962)".
—Dir. Research distributed & Discussed: "Achievement & Racial Composition of Schools".
—Supt. requested: to secure copies of Nov. 29 article in Life Magazine "Power Structure Integration, Militancy, Freedom Now!"Use for in-service training, if appropriate.
—Board member reported on mtg. of Bay Area Fellowship for Ethnical Culture (announced as discussion of Heyman Report on Oakland Schools).
—Bd. members to attend Jan. 25 Grass Roots Conf. at Castlemont. (Council of Social Planning).
—Representative of Sunday Night Discussion Group requested answer in writing to statement presented Oct. 1 re integration. Discussion.

12/10/63—Announcement: 2nd Grass Roots Conf.-Castlemont - Jan. 25, 1964.
—Contribution: $50 from Langston Univ. Alumni Club for symphony concerts for Ford Project or West Oakland children.
—Request: from Redevelopment Agency for joint mtg. re Acorn Project.
—Supt. commented: re scheduling of consultants' time in connection with EEO Conference.
—Supt. distributed: summary statement of his presentation to CASA - "Staff, Boards of Ed. and the Community Study Problems Presented by Cultural Diversity".
—Approved: three staff members attendance at Conf. On Language Development in Culturally Disadvantaged Children, U.C. Berkeley, Dec. 6-9.

12/17/63—Meeting: to be arranged for January with Redevelopment Agency.
—Letter: from Community Mexican Political Assn. with press release re "Forgotten Minority".
—Received: FEPC "Statement on Surveys and Statistics as to Racial and Ethnic Composition of Work Force or Union Membership".
—Distributed by Supt.: digest from Calif. Law Review "Schools & School Districts; Alleviation of Racial Imbalance—Jackson v. Pasadena City School Dist. (Cal. 1963)" (Board requested materials relating to court cases on de facto segregation).
—Member of audience questioned when EEO Committee report is to be submitted.
—Approved: Consultant EEO Com. to confer with staff of Bureau of Vocational Ed., Sacramento.
—OFT presented: "OFT Recommendations on the Education of the Culturally Disadvantaged Students - Supplementing Report of 1962".

1/7/64 —Request received from Gamma Phi Sigma Chapter of Phi Beta Sigma Fraternity to address Board today; second letter received outlining presentation to be made; Education chairman addressed Bd. "in support of a positive human relations program for Oakland schools". Supt. outlined programs under way and actions of Bd. to date along these lines.
—School Financing: letter from Torrance Bd. of Ed. re CSBA position. Decision: to give consideration to making presentations to legislators & legislative hearings rather than depend on others.

1/7/64 —Urban renewal: discussion re date of closing of Tompkins School.
—President mentioned: Grass Roots Conference - Castlemont.
—Pres. reported on: special scholarship conf. in Kansas City, Missouri.
—Supt. reported: admin. is meeting with lay group re Inter-Agency project programs.
—Approved: four teachers in Technical High Pre-Technology Program attendance at conference sponsored by Ford Foundation.

1/14/64 —School Financing: staff representative to attend hearing by Senate Ed. Sub-Committee on School Finance to read statement on Board position.
—Supt. submitted: Statement re financing for Bd. approval; approved with modification.
—Approved: five staff members to attend information mtgs. re new laws providing federal aid to education - San Francisco - January 17 (sponsored by U.S. Office of Education.)
—Approved: staff member to attend Conf. on Pre-technology Ed. sponsored by Ford Foundation - Jan. 14.

1/21/64 —Budget transfer: $22,500 (increasing budget for AB 464 programs).
—Supt. distributed: "Programs for Emotionally Disturbed & Educationally Handicapped Pupils".
—Letters from: three legislators acknowledging letter re over-ride tax.
—Letter from individual to OFT: re parents' gifts to schools.
—Letter from OTA: objecting to statements re teachers in schools having predominantly minority group students & requesting Bd. to publicly refute irresponsible reports and statements detrimental to the teaching profession or Oakland teachers.
—Board decided to meet with the Governor and local legislators to present problems facing urban areas with regard to school financing.
—Supt. reported Asst. Bus. Mgr. will read into records of sub-committee on School Finance of Senate Fact-Finding Committee Board's letter re school finance.
—Supt. distributed: Summary of Stanford Research Study on Finance.
—Nursery school program suggested in connection with Aid to Needy Children legislation.
—President reported: on mtg. with Redevelopment Agency on January 14.
—Sub-committee appointed to work with Redevelopment Agency.
—Pres. responded in mtg. to letter referred to earlier from OTA.
—Approved: Dir. Research attendance at state mtg. on compensatory education.

1/28/64 —Asst. Bus. Mgr. reported on legislative mtg. re school finance.
—Discussion: Bd.'s position re any equalization plans (core city needs).
—Asst. Bus. Mgr. to represent Bd. at state-wide mtg. on compensatory ed.
—Letter from Gamma Phi Sigma Chapter of Phi Beta Sigma Fraternity requesting information re ethnic breakdown of students, teachers, counselors and administrators.
—Supt. presented: "Pilot Project to Serve School Age Pregnant Girls in East Oakland Area". Action: Approved.
—Letter from Calif. School Boards Assn. requesting information re Oakland's ethnic problems & compensatory ed. program for use in state-wide study of problems of racial imbalance.
—Supt. reported: adm. preparing a report summarizing programs which would give CSBA information they desire. Authorized to inform CSBA of this.
—Supt. distributed: "Class Size and Racial Composition of Schools - Fall 1963" (Dir. of Research discussed report.) Discussion.
—Redevelop. Agency Workshop announced. Sub-com. of Bd. to attend.
—OFT presented statement re county-wide tax. Emphasis on salaries questioned by Bd. members.

2/4/64 —Supt. recommends: going ahead with establishment of open enrollment procedures for coming year. Discussion. Hearing - Feb. 11.
—Cit. Adv. Com. to be advised open enrollment to be discussed Feb. 11.
—Pres. reported on meeting with Governor's staff re school financing.
—Suggested: that appeal be made to Congress for aid in connection with problems of integration. (Referred to Budget & Salaries Committee.)
—School financing letter revised. Sent to Governor and to legislators.
—Suggested that members from Health, Education & Welfare Dept. visiting in S.F. be contacted re federal aid for culturally deprived areas. Supt. to investigate.
—Chairman Education, Gamma Phi Sigma Chapter of Phi Beta Sigma Fraternity read statement to Board re de facto segregation, etc.
—Bd. member reported on mtg. with Redevelopment Agency on Acorn and Oak Projects. (Integration of housing projects discussed at meeting.)
—Baymont Dist. Com. Council representative addressed Bd. re effect on schools of proposed housing project in Highland & Woodland Schools area.
—Representative East Oakland Inter-Faith Citizens' Committee for Social Action addressed Bd. re their school for dropouts.

2/11/64 —Letter from Central Labor Council of Alameda County endorsing Oak Center Plan and urging Board to do likewise.
—Letter from OTA relative to de facto segregation.
—Letter to Governor re school financing approved with minor changes.
—MDTA project for training culturally handicapped unemployed workers & youth. approved.
—Supt. read "Statement Regarding Data on Open Enrollment Program".
Data distributed: "Effect of Open Enrollment on Racial Composition of Junior & Senior High Schools;"Letter to Chairman of Cit. Adv. Com. EEO Com. re effect of Open Enrollment on Racial Composition of Schools; "Effect of Open Enrollment on Racial Composition of Elementary Schools," "Summary of Open Enrollment Transfers--Sept. 3-13, 1963"; "Open Enrollment Survey for Elementary Schools"; "Revised Tally—Junior High—Granted Applications"; Excerpt from Supt. Bulletin (8/8/63).
—Discussion: Open Enrollment. Action: Deferred two weeks.

2/18/64 —Invitation received to attend FEPC hearings in Oakland - Mar. 10 & 11.
—Cit. Adv. Com. letter states report will be completed March 31, 1964.

2/25/64 —Supt. distributed "An Internship Teaching Program", (Teaching Culturally Disadvantaged Children). (Course developed by Dept. of Ed. Field Service Center U. C. with cooperation of Oakland Adm. Staff.)
—Supt. presented: "Open Enrollment Procedures". (Dated 2/25/64).
—Open Enrollment: Statements presented by OTA and OFT; discussion as related to EEO Com.; Action: Supt. recommendations approved.
—Approved: Director of Counseling to visit NDEA counseling programs and participate in visit of Youth Opportunities Board, Oakland Interagency Project (New York, Detroit and Chicago — Feb. 27-29).
—Leave granted school counselor (2/28—6/30/64) to serve with State Dept. of Ed. as counselor working with school districts on problems of cultural diversity.

3/3/64 —Discussion: School financing (core cities).
—Supt. distributed: "Conference of the AASA - 1964" (problems of cultural diversity).
—Representative East Oakland Inter-Faith Citizens Committee offered services of his organization to district.

3/10/64 —70 pupils from Cole School go to San Francisco for Marian Anderson Day.
—Discussion: School financing (core cities) mtg. with legislators in Sacto.
—Letters from nine legislators & CSBA acknowledging letter re school financing.
—Distributed: Summary of events for FEPC meeting on Mar. 10 & 11, & Agenda.
—Letter from: Chairman Education and Pres., Gamma Phi Sigma Chapter of Phi Beta Sigma Fraternity re status of racial minority counselors; addressed Board and submitted statement.
—Pres. reported on mtg. he attended in connection with FEPC hearings today.
—Letter from Council of Social Planning - Oakland Area asking Board's policy in relation to discrimination. (Consensus: Send Rules and Regulations and resolutions.)
—Prescott Project noted in OTA News "selling education in West Oakland area".
—Supt. presented for approval: Revision of "Introduction" Adm. Bulletin #3 (ethnic factors). Action: deferred to March 24.
—Supt. reported: Re minority group counselors.

3/17/64 —Letter from assemblyman acknowledging letter re school financing.
—Letter from CSBA Executive Secretary-Treasurer re Torrance Board action on school financing.
—Supt. announced meeting arranged for March 18 in Sacramento for Board members, Senator from this area, and assemblymen to discuss school financing, particularly for core cities.
—Board member reported conferring with two legislators re school financing.
—Supt. distributed: "Legislative Committee Hearings"; "School Finance Fact Sheet".
—Bus. Mgr. discussed: "Current State School Apportionment Proposals".
—Discussion: School financing (core cities).
—President reported letter sent to L.A. Board of Education enclosing letter to Governor on school financing.

3/27/64

CHARGE TO THE CITIZENS ADVISORY COMMITTEE

To the Citizens Advisory Committee on School Needs:

The Board of Education of the Oakland Unified School District having confidence in the sound appraisal and judgment of the public schools by the citizens of this community, would appreciate the advice of your committee on the school needs of the district. These needs have been divided into three categories. The Board wishes to emphasize it in no way intends to limit the scope of the committee study or recommendations but is hopeful that you will give specific guidance on those concerns listed under each category.

SCHOOL FINANCE COMMITTEE

What financial goals and methods of financing for the period 1963-64 to 1968-69 do you recommend, taking into consideration the following needs of the district:

1. Assurance of adequate annual revenues to cover expenditures and maintain an adequate reserve.
2. Continuation of existing programs without any further curtailment.
3. Implementation of those goals contained in the Booz-Allen-Hamilton Report related to personnel and class size, which limitation of funds have thus far precluded.
4. Improvement of the school program based upon
   a. Recommendations by the Citizens Advisory Committees
   b. Staff recommendations
   c. Needs otherwise identified

SCHOOL BUILDING COMMITTEE

1. How well is the present school plant (building and grounds) meeting current needs?
2. What will be the additional plant needs in the next ten years?
3. What are the needs in areas of renovation and modernization of the present plant?
4. Can the present plant be made more efficient and serve more children?
5. What changes, if any, in plant design and location appear advisable for future school curricula and programs?
6. What is the estimated cost of a school plant developed and designed to serve the needs of all the school children of Oakland in 1973?
7. What action should the Board take to provide for these needs?

EQUAL EDUCATIONAL OPPORTUNITIES COMMITTEE

For your guidance the Oakland Board of Education

Reaffirms:

That it does not condone school practices which would artificially establish or maintain segregation or discrimination, whether ethnic, religious, or racial.

Recognizes:

That education is one of the most effective means of correcting social inequities.

That it is the responsibility of the Board of Education to provide equal opportunities for the academic and vocational training of all children of the community and to provide the environment and guidance which will encourage each child to aspire to the full use of those opportunities.

That Oakland in common with many other northern cities is undergoing a rapid population turnover. The newcomers are primarily of one racial group and as a consequence of established social and economic patterns, they tend to become concentrated in specific areas of the community.

That, therefore, there are heavy concentrations of minority groups in some of our schools.

That, while neither caused nor wholly rectifiable by the public schools this situation creates a variety of educational problems.

Requests the committee to:

(1) Make recommendations concerning methods which can be adopted to deal with these educational problems.

(2) Make recommendations for reasonable actions, within the purview of the Board, concerning the alleviation of the minority group concentrations within the schools.

(3) Examine all of our programs and practices that relate to equal educational opportunities and recommend improvements, changes or modifications.

1/22/63

OAKLAND PUBLIC SCHOOLS

SUMMARY DIGEST OF A REPORT ON FINANCING PUBLIC SCHOOL EDUCATION IN CALIFORNIA JUNE 1963

The State Government of California has a host of alternatives open to it for raising the additional tax revenues required to provide additional State aid to school districts over the coming decade. This is one of the concluding statements in a report on an economic study conducted by Stanford Research Institute on the statewide problem of financing public schools in California. Financial support for the study was provided by 37 California school districts (including Oakland). The following is a digest of the report.

Economic Perspective on Existing Problems of Financing Public School Education in California

Expenditures on education, including primary and secondary schools and institutions of higher learning, account for over 40 per cent of total California State and local government expenditures. Moreover, the share of total state and local expenditures going for education has been increasing. Expenditures on education in California have been increasing at a rate of about 14 per cent per year, which is much faster than the rate of increase for any other public service.

From their own sources of funds -- principally property taxes, bond issues, and borrowings from the State -- school districts provide nearly 64 per cent of the total outlays for public school education in California. The State government provides from its sources of funds less than 33 per cent of these total outlays for public school education, not counting the State loans to school districts for building schools. (Oakland less than 30 per cent.)

Factors Affecting the Cost of Public School Education in California

Factors Underlying the Rising Cost of Public School Education. Total average daily attendance (ADA) of students in California's public schools (nearly 4 million in 1961) has been increasing at a rate of about 6.7 per cent per year, as compared with an average rate of increase of about 4 per cent per year in the State's total population. Salaries account for the greatest part of the current expenses of education, from over 90 per cent of the current expenses of education in elementary school districts to over 86 per cent in high school districts.

On a statewide basis, the ratio of students per full-time teacher has been relatively constant at 29.1 over the past several years. Similarly, the ratio of students per full-time certificated employee, which includes nonteaching as well as teaching personnel, has also remained relatively constant in recent years at about 26 pupils per certificated employee.

Over the four-year period ending in 1961, the average salaries of certificated personnel in California's public schools increased, on a statewide basis, at a faster rate than the 4.5 per cent year rate of increase in the personal income per

civilian employee in California. The average salaries of full-time teachers increased at an average annual rate of 5.5 per cent.

The Impact of Differences Between School Districts on the Statewide Problem of Financing Public Schools. There are wide differences between school districts in California in their expenditures on public school education, their ability to provide locally the financial support for their educational programs, and their willingness to provide this support.

The foundation programs established by the State determine the (minimum) amount of financial support school districts can be assured from a combination of local revenues and State aid. (School districts may exceed this minimum program by levying additional property taxes.) The amounts established by the State as the foundation programs for each of the grade levels -- except junior colleges -- are unrealistically low when compared to the actual expenditures per ADA of school districts in California.

By maintaining the foundation programs significantly below the level of actual spending per ADA by most school districts, the State limits the responsibility of its broader tax base to help support public school education. It does this by shifting the entire responsibility for providing the funds in excess of the foundation programs to the property tax base of the local school districts.

Under the present system of financing the public schools and existing patterns of school district expenditures, there is a heavier burden of property taxes on school districts located in metropolitan areas than on those outside these areas. The heavier property tax burden on school districts inside the metropolitan areas is primarily attributable to the large amounts of State aid going to nonmetropolitan area districts.

Future Revenue Requirements for Public Schools in California

Outlook for Population Growth in California. California's population will increase over the coming decade at an average rate of about 3.3 per cent per year. This will produce a population in the State of about 24 million in 1973, as compared with about 17 million in 1962, an increase of about 43 per cent.

Outlook for the Size of the Labor Force and Employment in California. It is expected that the civilian labor force in California will increase from its 1962 level of about 6.8 million to over 9.7 million in 1973. Civilian employment in California is expected to rise from its 1962 level of nearly 6.4 million to over 9 million in 1973. It is expected that by 1973 California will account for about 11 per cent of the total civilian employment in the United States (9.4 per cent in 1962).

Outlook for Growth in Personal Income in California. Projections of the California economy point to an expected increase in the personal income per civilian employee from about $7,700 in 1962 to about $11,600 in 1973. This will represent an increase in personal income per civilian employee of 3.8 per cent per year over the coming decade (4.3 per cent from 1950 to 1962).

Outlook for Increases in Public School Attendance in California. The total ADA in California's primary and secondary schools including junior colleges is expected to increase from its 1962 level of about 3.8 million to over 6 million in 1973.

This will be an increase of about 2.3 million students over the decade -- an increase in ADA of 4.4 per cent per year.

Outlook for Increases in Requirements for Certificated Personnel. If there is no change in the pupil-teacher ratios over the coming decade, it is expected that the number of full-time teachers in California's public schools will increase from the 1962 level of about 129 thousand to over 207 thousand by 1973. This will represent a 60 per cent increase in full-time teachers over the period, or an average rate of increase of about 4.4 per cent per year.

Outlook for Salaries of Teachers and Other Certificated Personnel. A range of estimates of the future revenue requirements of the California public schools is set forth in this report which is based upon alternative assumptions with respect to the future rates at which the salaries of teachers and other certificated personnel may increase.

The low projection of future revenue requirements for California's public schools is based on the assumption that these salaries will increase at a rate no greater than the personal income per civilian employee in the California economy (3.8 per cent per year). The high projection of future revenue requirements is based on the assumption that the salaries of certificated personnel will increase over the coming decade at about the same annual rates at which they increased over the 1957-1961 period (about 5.5 per cent per year).

The total salary bill for all certificated personnel in California's public schools is expected to increase to about $2.8 billion in 1973 (mid-point of low and high projections); in 1961 this bill was about $947 million. These estimates presage a salary bill in 1973 for all certificated personnel taken together that will be 296 per cent greater than in 1961.

Outlook for Current Expenses of Education per ADA. The statewide current expenses of education per ADA (CEE/ADA) for all grade levels taken together may be expected to increase from the 1961 level of $427 to between $673 and $827 in 1973. The mid-point of this high and low projection of CEE/ADA in 1973 is $750, which is 76 per cent higher than in 1961. (Oakland is now $508.)

Outlook for Increases in Total Current Expenses. It is expected that the total current expenses of California school districts will increase from their 1961 level of about $1.6 billion in 1961 to between $4.2 and $5.1 billion in 1973. The mid-point of this range of expected future current expenses ($4.6 billion) will be 198 per cent greater than the level of these expenses in 1961.

Outlook for Capital Outlays and Debt Service. It is estimated that the total capital outlays of California school districts will increase from their 1961 level of $471 million to $824 million in 1973. Over the same future period, it is expected that the total annual debt service of California school districts will increase from the 1961 level of $189 million to about $512 million in 1973.

Outlook for Increases in Total Outlays and Total Current Outlays. The total of the current expenses, capital outlays, and debt service for all California school districts taken together is expected to increase from its 1961 level of about $2.2 billion to between $5.5 and $6.4 billion in 1973. The mid-point of these future projections is $6 billion.

Total outlays by school districts are not a measure of the total current revenue requirements of these districts each year, since they typically finance a

large share of their total capital outlays by debt.

The total current outlays of school districts on a statewide basis $1.8 billion in 1961. It is expected that the current revenue requirem school districts will range between $4.8 and $5.8 billion in 1973, an i annual revenue requirements of between $3 and $4 billion.

Future Availability of Funds for Public School Education in California

A host of alternative courses of action are open to State and loca in California for providing adequate revenue to meet the future public public school education and the other public services these governments general, these alternatives include (1) elimination of some public serv provide, (2) reduction in the level of expenditures on the public servi provide, (3) reshuffling of the allocation of State and local tax reve the different types of public services they provide, (4) by change in t or rates for the types of taxes now collected, (5) imposition of new types of taxes, or (6) a combination of these.

Future Deficiencies in State Aid to School Districts. Property taxes in California will have to rise precipitously in the future if the current revenues of school districts are to meet the expected future costs of public school education.

Analyses were made of the outlook for general fund revenues and e the State of California over the coming decade (based on present law a practice). From this analysis it is estimated that State general fund will be available for distribution to school districts as State aid wi from their 1961 level of about $666 million to $1.1 billion in 1973. resent an average annual rate of increase of about 4.5 per cent.

Impact on Property Taxes. If the State makes aid available to sc over the coming decade in the amounts that it is estimated will be ava the State's general fund revenues, the property taxes required for sch on a statewide basis will increase about 360 per cent between 1961 and 1973, it is estimated, the total school district property taxes, on th be between $3.4 and $4.3 billion, as compared with about $1 billion in erty tax rates, on this basis, will increase about 56 per cent over th

Future State and Local Tax Revenues in California. It is expecte vide for the expected increases in costs of public school education an programs and activities supported by State and local governments in Ca total state and local taxes in California in 1973 will be about $12.1 times the total in 1961.

There is no one "right" share of total State and local taxes in C which property taxes should account as compared with other types of ta studies are undertaken to delineate the incidence and economic effects ential property tax rates on California's property owners, conclusions tax rates are too high cannot be based on economic facts. Notwithstan comings of the property tax, there is no practical substitute for it a productive revenue source for local governments.

New Tax Sources for Public School Education. The State governmen has a host of alternatives open to it for raising the additional tax r quired to provide additional State aid to school districts over the co

The State would have had over $125 million in additional tax revenues in 1961 if the sales and use tax had extended to the sales of food. It would have had an additional $100 million or two in revenues in 1961 if the retail sales and use tax had extended to sales of services. The State could also raise large amounts of additional tax revenues by adjustments in the rates of existing taxes.

The unavailability of potential future tax revenues to the State is not a sound argument against continuing the present method of financing public schools or for replacing it with a method requiring school districts to impose additional local taxes for support of public education.

New Tax Sources for California School Districts. The superimposition of another one cent on the retail sales and use tax for direct allocation to school districts in 1961 would have produced a statewide gross revenue of about $224 million, or about $63 per ADA in the public schools. If in 1961 the school districts in California had been empowered to levy a 4 per cent tax on the retail sales of food -- which are not taxed by the State -- the school districts on a statewide basis would have had an estimated gross tax revenue from this source of about $170 million, or about $48 per ADA. A like tax rate on the retail sales of services would have yielded a gross revenue of about $145 million, or about $41 per ADA.

Consumption taxes, while probably the most suitable form of taxes as new local revenue sources for school districts, would not solve the problem of wide disparities between school districts in their financial ability to support their educational programs. The same types of new consumption taxes, or higher rates on existing taxes, that would produce tax revenues for school districts of sufficient magnitude to be significant for their purposes could as well (and perhaps more efficiently) be levied and collected by the State on its own behalf to increase the amount of State aid for school districts.

An increase in total State-imposed taxes equal to the revenue that could be produced by any of the consumption type taxes considered here would be sufficient to permit the State to finance foundation programs that would realistically reflect the cost experience of the public schools in California. Adopting realistic foundation programs would relieve the heavy burdens now being placed on property tax sources and more nearly equalize the abilities of California's many school districts to support adequate educational programs for California's public schools.

(Digest prepared January 1964)

February 18, 1964

Honorable Edmund G. Brown
Governor of California
Sacramento, California

Dear Governor Brown:

As arranged by your office, members of the Oakland Board of Education and administrative staff met January 30 with Mr. Paul Ward, Mr. Frank Mesple, and Mr. Roy Bell. We appreciate this opportunity to present Oakland school finance problems. However, may I at this time request an appointment for members of the school district Board to meet with you personally to explore this problem further before legislative action is taken upon school finance legislation. We will be happy to arrange our time to your convenience.

At the conclusion of the conference, it was agreed that we would write you a letter expressing our views on school finance. Here they are:

(1) There is an urgent need to increase the level of state support for education. Local revenues represent an ever increasing proportion of school budgets as a steadily decreasing percentage of the financial support of education is provided by the State. This trend must be reversed. A substantial increase of approximately 50 percent or more in state aid is necessary if the California public schools are to meet the educational needs of our children.

(2) Urban problems are State problems. Urban problems resulting from cultural diversity are the key problems facing America today. Across the Nation there is a growing recognition of the fact that these urban problems are not merely local problems -- they are state problems. Consequently, state funds are necessary to assist in providing smaller classes, specially trained teachers, job counseling and training, and varied compensatory education programs to raise the aspirational and achievement level of culturally handicapped children. Special financing is now provided for the physically and mentally handicapped -- the need for special financing for the culturally handicapped is critical. The McAteer Act is a step but only a step in the right direction.

(3) There should be less reliance upon over-ride taxes to finance public schools. The last session of the legislature authorized several new over-ride taxes but granted only a minor increase in state aid. Over-ride taxes do not solve school finance problems -- they merely increase the already disproportionate share of the educational burden borne by local taxpayers.

(4) Revenue from the local property tax should be used for [illegible] county equalization purposes only if sufficient extra funds are added to offset the resulting loss and to substantially increase total support of schools. It appears that your current proposal will accomplish this end result. We endorse the principle of equalization but the need for additional funds to meet the many critical problems of this core city is so great that we cannot endorse any plan that would divert local tax revenue unless the plan also provides for a substantial increase in the total support from state revenue.

(5) Finally, "The State Government of California has a host of alternatives open to it for raising the additional tax revenues required to provide additional state aid to school districts..." This statement taken from the Stanford Research Institute report on financing public school education in California reinforces our belief that the State can secure the funds needed to finance adequately the education of California's children.

We urge you as Governor to strive to bring about a keener recognition of the urgency of the problems of the core cities and to commit your office to the solution of school finance problems of Oakland and other urban centers at the earliest possible moment. With your leadership and the support of all school organizations the pressing problem of adequately financing the education of youth and especially programs for the culturally handicapped can and must be solved.

We will look forward to hearing from you.

Sincerely,

Alan A. Lindsay
President

AAL:eb

OAKLAND PUBLIC SCHOOLS
Office of the Superintendent

OPEN ENROLLMENT PROCEDURES

School Attendance Boundaries

The attendance boundaries for the Oakland Public Schools are established with considerable care and have been in existence many years. The criteria used in drawing boundaries are noted below:

1. Boundaries are generally established at the midpoints between schools.
2. Every attempt is made to minimize safety hazards.
3. Due consideration is given to the availability and the general pattern of public transportation.
4. Boundary changes are recommended in cases where the change would appear to be justified in the light of enrollment projections, thereby limiting such changes to a minimum.

Within the present administration of our school boundaries, sufficient flexibility is provided to care for the needs of the mentally retarded, the physically handicapped, the gifted, the maladjusted and others with special problems or concerns.

Open Enrollment

During the 1963-64 school year, the school attendance boundaries will be supplemented by a trial plan of open enrollment in those schools being used below capacity. The primary purpose of this plan is to provide parents with the opportunity to send their children to a school of their choice outside the area of their residence when that school is being used below capacity. In order to offer the possibility of relieving schools designated as overcrowded, transfer requests received from students in these schools will be given prior consideration.

Outline of General Procedures

1. All grades, kindergarten through twelfth, are eligible for listing for out-of-boundary enrollment. Specific grades will be listed for each school having vacancies. Growth factors within a school's boundary may cause a school to be filled within a period of time and, thus, eliminate open enrollment listing.

2. It is desirable for pupils to complete their work in one school. Consequently, in establishing the capacity of a school by grades, careful consideration will be given to providing the opportunity for out-of-boundary pupils to complete their work at that school, if possible.

3. The capacity of the school to receive out-of-boundary pupils will be the capacity of the main building or buildings and existing portables. Portables will not be moved on to a school site for the purpose of housing out-of-boundary pupils.

4. Schools will be designated as overcrowded when (1) there is a heavy use of central facilities, (2) a large portion of the yard area is given over to portables, or (3) there is inadequate playground area.

5. The list of schools with unused capacity including the number of out-of-boundary pupils who can be enrolled will be published by February 1 and will be available on that date in the principal's office of any public school. On this same date, a listing will be made of the schools designated as overcrowded.

6. Application forms will be received between February 1 and February 10. These forms may be obtained from the principal's office of any public school. They must be mailed to the Boundaries Office between February 1 and February 10. Applications filed in person will not be accepted. Those of earliest postmark will receive first consideration, and all applications received will be kept on file in order of receipt. However, as noted above, applications received from students attending over-crowded schools will be given prior consideration.

7. Parents are to indicate on the application the name of the school, or not more than two schools, in which attendance is desired. Pupils and parents must accept assignments as granted.

8. Notification of action on applications will be issued by March 1.

9. Applications granted will remain in force until the end of the school year, subject to renewal if excess capacity remains and if the pupil has maintained satisfactory behavior and attendance.

10. Pupils may be given a permit only once at any school level (subject only to renewal at the same school). Having once made a choice of school, the pupil must remain at the school selected unless transferred by school authority because of moving or other reasons of standard school practice.

11. In the event that some pupils must return to the school of residence, the order of return would be based on the last ones admitted being the first ones to be returned.

12. All out-of-boundary enrollments will be made at the beginning of the school year only.

13. Parents must assume responsibility for all transportation.

14. Pupils attending out-of-boundary schools under these provisions will be eligible to participate in all school activities and programs on the same basis as all other pupils.

STUART S. PHILLIPS
Superintendent of Schools

1-4-63w

OAKLAND PUBLIC SCHOOLS
Office of the Superintendent

STATEMENT REGARDING DATA ON OPEN ENROLLMENT PROGRAM
1963-64

An analysis of the open enrollment plan indicates that it was successful in achieving its primary purpose, i.e., providing parents the opportunity to send their children to a school of their choice within the limitations of building capacity. 2,265 possible openings were listed, 1,587 applications were received, and 1,110 open enrollment transfers were granted.

In reviewing the effect of open enrollment upon the racial composition of schools, it appears to the administration and to Mr. Thomas Fitzy of the District Attorney's Office that the program supports the intent of Sections 2010 and 2011 of the California Administrative Code, Title V. In discussing various alternate plans, Mr. Fitzy has pointed out that any procedure designed to control the movement of students based upon racial quotas would be unconstitutional.

A total of 1,110 students took advantage of open enrollment, and the race inventory and information regarding their grade level are noted below:

	Spanish Surname	Other White	Negro	Oriental	Other	Total
Elementary	28	101	54	8	1	192
Junior High	54	193	383	45	3	678
Senior High	30	49	179	22	-	280
Totals	102	343	616	75	4	1110

The largest open enrollment group of students were enrolled at the junior high school level. An analysis of the Negro and "Other White" movement reveals the following:

Of the 383 Negro students:
- 17 transferred from predominantly white schools to predominantly white schools
- 66 transferred from predominantly Negro schools to predominantly Negro schools
- 284 transferred from predominantly Negro schools to predominantly white schools
- 12 transferred from predominantly white schools to predominantly Negro schools

Of the 193 "Other White" students:
- 109 transferred from predominantly white schools to predominantly white schools
- 83 transferred from predominantly Negro schools to predominantly white schools
- 2 transferred from predominantly white schools to predominantly Negro schools

STUART S. PHILLIPS
Superintendent of Schools

2/18/64gb

OAKLAND PUBLIC SCHOOLS
Research Department

No. 7

December 6, 1963

Achievement and Racial Composition of Schools

The report attached is one of a series presented to the Oakland Board of Education dealing with the results from the State Testing Program. The following explanations made in some of the other reports of the series will assist in the reading and interpretation of this particular report.

SCAT is the School and College Ability Test published by Educational Testing Service. Unlike some "intelligence" tests, SCAT does not involve any assumptions about the nature of "intelligence" nor does it require any statistical computations of ratios or quotients (such as I.Q.). It is intended to give a direct indication of the present ability of the student to accomplish academic work. The total score is based on two parts which measure ability to handle verbal and quantitative relationships. The combination of these two abilities has repeatedly been shown to give the best prediction of academic progress. No claim is made that this test measures innate ability or any fixed and unchanging characteristic of the individual. It does provide a useful general estimate of what he has gained from his environment up to this point which he can apply to his school tasks.

STEP refers to the Sequential Tests of Educational Progress, also published by Educational Testing Service. These are achievement tests which measure the level of attainment of pupils in various important areas.

STEP Mathematics measures level of proficiency in working with numbers, symbols, measurement, etc.

STEP Reading measures level of proficiency in reading and understanding written material, interpreting and summarizing short passages, seeing the writer's purposes, making critical judgments of the writing, etc.

STEP Writing measures level of proficiency in organizing materials, expressing oneself logically, writing appropriately for specific purposes, writing effectively, being aware of correct usage.

The EEO Committee referred to in the first paragraph of the report is the Oakland Citizens Advisory Committee on Equal Education Opportunity.

M. H. Elliott
Director of Research

MHE:lw

OAKLAND PUBLIC SCHOOLS
Research Department

No. 7

December 3, 1963

Achievement and Racial Composition of Schools

This further analysis was made because of interest in the test performance of children in schools with different types of populations. The data were the fifth grade SCAT and STEP results already reported and the figures on racial composition of schools developed by the EEO Committee. The purpose of this study was to investigate possible differences in the achievement levels of pupils in relation to the racial composition of the schools. The basic question was: When pupils of equal scholastic aptitude are compared is there a difference in achievement associated with the racial composition of the schools in which they are enrolled?

The 66 elementary schools were divided into four groups in terms of percentage of Negro pupils as follows:

A. 80% and above
B. 46 - 79%
C. 11 - 45%
D. 10% and less

These divisions were arbitrary but the intent was to obtain as nearly as possible equal numbers of pupils in each group.

The approximately 4700 fifth grade pupils were divided into six ability groups according to SCAT percentiles on national norms. The ability groups were:

1. 81%ile and above
2. 56 - 80%ile
3. 36 - 55%ile
4. 21 - 35%ile
5. 11 - 20%ile
6. Below 11%ile

Again the divisions were arbitrary but with the intent of obtaining equal numbers of pupils in each.

The results of the analysis are presented in a series of Tables below. Table I shows only the number of pupils in each of the 24 cells resulting from the four-way division of schools and the six-way division of pupils.

It is important to note that this analysis is not intended to relate race per se to ability or achievement. There is no information on the racial identity or background of any individual child.

It is probable that children from varied racial groups are included in each of the 24 cells in Table I. The purpose here is to see how achievement is related to environment as determined by racial composition of the school in which a child is enrolled. Parenthetically it may be added that the data presented are very similar to data we would have obtained if schools had been divided by socio-economic factors instead of racial composition.

Table I - Number of Pupils
Racial composition of schools
(% Negro pupils)

Ability (SCAT percentile)	A. 80% & above	B. 46-79%	C. 11-45%	D. 10% or less	Total
1. 81%ile & above	58	92	229	485	864
2. 56 - 80	123	142	176	371	812
3. 36 - 55	171	189	161	224	745
4. 21 - 35	341	204	212	165	922
5. 11 - 20	266	171	120	85	642
6. Below 11%ile	366	160	109	73	708
Total	1325	958	1007	1403	4693

Table II presents for the children in each of the 24 cells the average ability level (average SCAT percentile). These data were calculated to determine whether the pupils in the different groups of a given row across the Table actually have about the same average level of ability.

Table II - Average Ability of Pupils
Racial composition of schools (% N)

Ability (SCAT)	A. 80% & above	B. 46-79%	C. 11-45%	D. 10% or less
1. 81%ile & above	93	91	93	94
2. 56 - 80	65	70	70	70
3. 36 - 55	46	46	46	46
4. 21 - 35	27	27	27	27
5. 11 - 20	16	16	12	16
6. Below 11%ile	5	5	6	6

In general, the pupils in each row have about the same average level of ability and there are no apparent trends or systematic variations. Only in cells A-2 and C-5 are there sizable differences in ability across the rows. The fact of fairly uniform levels of ability in each of the six rows is important in the comparisons and interpretations of the remaining Tables.

Table III presents for the pupils in each of the 24 cells the average level of achievement in reading (STEP Reading percentiles).

Table III - Average Reading Achievement
(STEP Reading Percentiles)

Racial Composition of Schools (% N)

Ability (SCAT)	A. 80% & above	B. 46-79%	C. 11-45%	D. 10% or less
1. 81%ile and above	83	84	85	85
2. 56 - 80	65	66	70	66
3. 36 - 55	49	47	46	47
4. 21 - 35	32	32	30	33
5. 11 - 20	18	21	20	21
6. Below 11%ile	11	13	13	13

The data in Table III are surprisingly consistent across the rows. Pupils of a particular level of ability show similar achievement in reading regardless of the type of school in which they are enrolled. It is difficult to detect any clear-cut trends in relation to type of school. Pupils of a particular level of ability read equally well in all four school classifications. Teachers and schools all over the city can take pride in the kind of opportunity they are providing for pupils as indicated by these reading achievement tests.

Table IV presents the arithmetic test results in the same manner.

In Table IV there may be differences in some rows large enough to be significant. Comparing the first cell in each row with the last cell there is a suggestion that compensatory education efforts should include careful attention to arithmetic as well as to reading. In general, the achievement in arithmetic appears fairly satisfactory, most differences across the rows are not large, but there is an indication that something more could be done in teaching arithmetic to children in the less privileged areas.

Table IV - Average Arithmetic Achievement
(STEP Arithmetic Percentiles)

Racial Composition of Schools (% N)

Ability (SCAT)	A. 80% & above	B. 46-79%	C. 11-45%	D. 10% or less
1. 81%ile & above	85	83	87	89
2. 56 - 80%ile	56	60	63	66
3. 36 - 55%ile	45	45	49	50
4. 21 - 35%ile	26	31	35	35
5. 11 - 20%ile	21	21	21	26
6. Below 11%ile	16	19	16	19

Table V presents the average achievement in the writing test (STEP Writing percentiles) for the children in each of the 24 cells.

Table V - Average Writing Achievement
(STEP Writing Percentiles)

Racial Composition of Schools (% N)

Ability (SCAT)	A. 80% & above	B. 46-79%	C. 11-45%	D. 10% or less
1. 81%ile & above	75	77	84	87
2. 56 - 80%ile	54	56	62	62
3. 36 - 55%ile	42	42	39	45
4. 21 - 35%ile	28	29	26	30
5. 11 - 20%ile	19	20	22	23
6. Below 11%ile	14	15	15	15

In Table V there is an indication that pupils of the very highest levels of ability in groups A and B are not achieving up to the level of groups C and D. For children of low or average ability there appears to be no significant difference in the average achievement of the four groups of schools.

The reason for the apparent difference in the achievement of high ability pupils is uncertain but certainly justifies further study. There may be variations in instruction or in opportunity for the acquisition of writing skills. Another possibility would be that the development of writing skill is even more closely related to cultural experiences and opportunity than either reading or arithmetic. In any case, the compensatory education programs will need to examine the instruction offered in writing and written language generally.

It is hoped that this analysis of test results may be used to suggest areas of instruction needing increased emphasis. A repetition of the study for the Fall 1963 results may add significance to some of the findings.

Conclusions:

1. Achievement in reading, arithmetic, and writing shows a very high relationship to ability.

2. As has been found in many other studies across the nation, pupils of the highest levels of ability tend to show an "underachievement" and pupils of the lowest levels tend to "overachieve."

3. The general impression of the various tables presented is that pupils of a given level of ability achieve in similar fashion regardless of the racial composition of the school in which they are enrolled. The results in reading are particularly significant in this respect.

4. There are some suggestions of differential achievement in relation to racial composition of schools but the differences are not large.

5. There are pupils of all levels of ability and all levels of achievement in each school regardless of its racial composition.

6. However analyzed, the test results indicate that teachers have been working very hard and are doing a good job with pupils of extremely varied ability.

M. H. Elliott
Director of Research

December 3, 1963

RESOLUTION
of the
BOARD OF EDUCATION
OF OAKLAND UNIFIED SCHOOL DISTRICT

No. 20409

WHEREAS, the members of the Oakland Board of Education believe it is most important that all students develop an understanding and an appreciation of the role of minority groups in the development of our society and our country, and are aware of the fact that many of the available instructional materials do not fairly depict this role of the minority groups,

NOW, THEREFORE, BE IT RESOLVED that the Oakland Board of Education respectfully requests that the State Board of Education in the selection of instructional material give preference to those textbooks and other instructional materials which accurately portray the contribution of minority groups in America.

Adopted by Oakland Board of Education,
September 19, 1963.

The primary duty of a public school system is to provide equal opportunities for the academic and vocational training of all children of the community and the environment and guidance which will encourage each child to aspire to the full use of those opportunities.

Nevertheless, the Oakland Board of Education is aware that influences outside the classroom impinge upon and directly affect the educational program, and that one of the major outside influences is the concentration of racial and ethnic groups in specific areas of the community owing to established housing practices and residential patterns.

Therefore, the Oakland Board of Education expresses support for legislative efforts to find effective democratic and equitable means of alleviating discriminatory practices which impede peaceful and orderly integration in our great central cities.

(Statement read by Director Hoopes at
June 4, 1963, meeting)

OAKLAND PUBLIC SCHOOLS
Research Department

January 27, 1964

CLASS SIZE AND RACIAL COMPOSITION OF SCHOOLS
Fall 1963

Elementary Schools

		Schools with more than 80% N	Schools with 10% and less N	City
Kindergarten	Mean	27.6	28.2	27.6
	Median	28	29	28
Grades 1-3	Mean	28.9	31.6	30.4
	Median	29	32	30
Grades 4-6	Mean	30.0	32.4	30.9
	Median	30	33	31

Junior High Schools

		4 Schools with highest % N	4 Schools with lowest % N	City
Academic Classes	Mean	27.8	32.0	29.8
	Median	28	33	30
All Classes (except special)				
	Mean	28.4	32.8	30.9
	Median	28	33	30

Senior High Schools

		School with highest % N	School with lowest % N	City
Academic Classes	Mean	25.9	31.4	29.9
	Median	27	32	31
All Classes (except special)				
	Mean	28.1	33.5	32.5
	Median	28	33	32

M. H. Elliott
Director of Research

MHE:vm

OAKLAND PUBLIC SCHOOLS
Office of the Superintendent

CULTURAL DIVERSITY AND THE OAKLAND PUBLIC SCHOOLS
In-Service Program for Administrators and Supervisors
Edgewater Inn - August 29, 1963

1:30 to 3:30 p.m. - Japanese Room, Panel Presentation

Speakers: Donald P. McCullum, President of Oakland Branch, National Association for the Advancement of Colored People

Tad Masaoka, Intergroup Relations Specialist, Urban Renewal Administration, U.S. Housing and Home Finance Agency

Wilson C. Riles, Consultant in Certificated Employment Practices and Executive Secretary of Commission on Discrimination in Teacher Employment, State Department of Education

Henry J. Rodriguez, President of Mexican-American Political Association of Alameda County and Member of Scholarship Committee, Mexican Organization of Oakland

Chairman: Stuart S. Phillips, Superintendent

3:30 to 4:00 p.m. - Coffee break

4:00 to 5:30 p.m. - Discussion Period

6:30 p.m. - Matador Room, Dinner Session

Speaker: Whitney M. Young, Jr.
Executive Director, National Urban League, Inc.

Attachments: Letter from President Kennedy
Press Release from National Association for the Advancement of Colored People, Oakland Branch
"The Challenge to the School", reprinted from Education and the Disadvantaged American
"Racial Crisis Ahead for Neighborhood Schools", reprinted from U.S. News and World Report
"Language and the Dignity of Youth" by Charles J. Calitri
"The Critical Point" by John H. Fi[illegible]ber
"A Report on Statements by James Baldwin", reprinted from Time Magazine
"Comments on 'Black Man in America'" by John Ciardi
Excerpts from comments by James Farmer
"What Mass Protests Can't Do" by Louis Lomax
"Where Are the Leaders?" by Joseph P. Lyford

8/27/63gb

OAKLAND PUBLIC SCHOOLS
Office of the Superintendent

A BRIEF REPORT ON THE ADMINISTRATORS' CONFERENCE RELATED TO PROBLEMS PRESENTED BY CULTURAL DIVERSITY
August 29, 1963

The conference on cultural diversity was preceded by a staff meeting on the morning of the conference. At this meeting some general guide lines or objectives were established to assist the staff in their perceptions of the purpose for which the conference was planned. Staff members were encouraged to accept this conference as an opportunity to:

1. Develop greater sensitivity to and awareness of the problems related to cultural diversity in our society generally and in education and the public schools specifically.

2. Receive a delineation of these problems from the different perspectives of a number of speakers.

3. Develop greater understanding of the various solutions suggested along with the rationale and context of emotion and feeling in which they are offered.

Consequently, the general emphasis was for the staff to increase their knowledge and understanding of other viewpoints and feelings rather than to feel any need or obligation to defend present practices, programs or procedures.

The four panelists made excellent presentations which were taped and shall later be made available both as tapes and in written form for further study by the staff. The question and answer session was very profitable and provided the opportunity for further clarification of points made in the formal presentations. *Mr. Whitney Young's presentation was a real highlight of the* conference. He not only reviewed his own reactions to the Washington March of the previous day but touched briefly on a number of problems affecting the American Negro and the American people generally. He made specific references to education and gave indications of his own convictions in this field.

In summary, I would say the program was most effective and received numerous commendations from the members of the staff participating.

The administrators and supervisors are now planning follow-up meetings in which they will discuss the various problems and solutions presented along with others which may be identified by the staff. From the subsequent discussions, we are hoping for recommendations related to desirable changes in our program of education.

STUART S. PHILLIPS
Superintendent of Schools

OAKLAND PUBLIC SCHOOLS
Assistant Superintendent of Schools

THE PROBLEM OF THE LOW ACHIEVER

Introduction

The Low Achiever represents one of the most persistent and difficult of the problems related to education. Low achievement in school work is attributed to one or more of three factors about which our knowledge is limited, i.e., (1) native ability, (2) aptitudes, and (3) interests.

A number of tests have been developed for the purpose of measuring mental ability, and, although none are free from the influence of culture, they are effective instruments for predicting success in academic work and school achievement. It is generally held that these tests of mental ability do not measure the full intellectual potential of children who are not familiar with the culture to which the tests relate.

The literature in the field of interests and aptitudes is self-contradictory and confusing, and, therefore, offers conflicting implications for education and guidance. However, research does reveal three areas or forces which exert a critical influence upon the development of interests and aptitudes. These are (1) what a person needs, (2) what a person can do well, and (3) what people expect him to do.

For many years educators have recognized the significance of interests and aptitudes as well as mental ability in determining the pupil's success in school work. Yet, relatively little was done to capitalize upon this knowledge and usually all pupils were faced with the same curriculum and were required to meet the same rigid standards for promotion through the grades. This policy resulted in a gradual elimination of those pupils for whom the program was too difficult or lacking in interest. One study revealed that for the group which entered school in 1900-1904, 81.7 per cent were eliminated during, or before, the ninth grade.[1]

During the first half of the twentieth century, a great change has taken place in the philosophy of education, and today teachers and administrators are expected to adjust the curriculum of the schools to meet the varying abilities, aptitudes, and interests of the pupils. This change in philosophy is reflected in the holding power of the schools, and studies indicate that whereas in 1890 7 per cent of the children aged 14 to 17, inclusive, were enrolled in school, by 1950 the per cent had increased to 75.[2]

The American schools have made tremendous strides in meeting the needs of those pupils who were the "early drop outs" but a short time ago. Despite this progress, the schools must move more rapidly in developing effective programs to assist the Low Achiever.

The Development of Services to Help the Low Achiever in the Oakland Public Schools

The Board of Education and the staff of the Oakland Public Schools have been keenly aware of the problem of the Low Achiever, and through the years many services have been established to adjust the school program to meet his needs.

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[1] Thorndike, Edward L. Elimination of Pupils from School. U. S. Bureau of Education Bulletin, No. 4, GPO, 1908, 63 p.

[2] Tompkins, Ellsworth. "How Can the School Reduce the Number of Early School Leavers?". Nat Assn Sec Sch Prin B 35: 307-10; 1951.

Oakland was one of the first school districts to establish a Department of Individual Guidance, and this program is most effective in bringing together the school staff and the parents to work on the problems of the pupil. When first organized in 1933 under Dr. Herbert R. Stolz, there was only one consultant; today, in recognition of the great need for this service, the number has increased to 11, along with the provision of consultation time from a licensed psychiatrist. One guidance consultant is specifically assigned to work with the boys who are in the State Youth Authority program, and Oakland possesses an outstanding record of successful reinstatement of these pupils. There are presently 2,480 pupils on the active list of the Guidance Department who are receiving either routine supervision or intensive guidance service.

The program for the mentally retarded makes a significant contribution to the solution of the problem of the Low Achiever. Established in 1926, Oakland again was a pioneer in recognizing the importance of adapting the classification procedures and the instructional program to meet more effectively the needs of these pupils. The enrollment in these classes now numbers approximately 1,500 pupils and the 92 teachers receive assistance from a special supervisor assigned to this program. Last year a half-time position was established to provide better vocational guidance, placement, and follow-up of mentally retarded pupils.

Teachers working with Low Achievers have consistently stressed the need for placing these pupils in smaller classes. In recognition of this need, a favorable differential in class size has, for many years, been provided for the Oakland schools having a larger proportion of pupils receiving low scores on group survey tests of mental ability. In the elementary schools this differential amounts to approximately 3 or 4 pupils in average class size and represents a definite budget commitment toward solving the problem of the Low Achiever. The establishment of the reading workshop program in the secondary schools has made it possible for Low Achievers in reading to receive instruction geared to their level of achievement and rate of learning. These classes, normally limited to an enrollment of 24 pupils, also represent a budget commitment by the Board of Education for the purpose of helping the Low Achiever.

The Health Services also assist in meeting the problem of the Low Achiever. The Health Department is directed by a medical doctor and includes a staff of a supervisor of dental health, a supervisor of nurses, and 47 nurses assigned to 92 schools and campuses. In addition, a limited amount of consultation time by medical doctors is also provided by the Board of Education. Further, the Oakland Schools offer a regular program to test pupils' sight and hearing, and special instruction is given to pupils suffering from severe loss of either. A limited program of home instruction has been provided for pupils who, due to health conditions, are unable to be in regular attendance at an elementary or secondary school.

There are a number of other services offered by the Oakland Schools which help to meet the needs of the Low Achiever. These include (1) the supervisors in the various subject fields who give a considerable amount of time in working with teachers on problems related to the Low Achiever, (2) the two teachers on special assignment to assist teachers in the primary grades in the teaching of reading, (3) the two elementary school teacher-librarians who work with teachers and pupils in furthering interest in reading and making more effective use of the school libraries, (4) the director of counseling for the secondary schools and the supervisor of work experience, (5) the 7 attendance supervisors who work with pupils, parents, and school staff in solving problems related to attendance, (6) the 21 teachers assigned to instruction in speech correction, (7) the Research Department offers a very valuable service in the analysis of the problem of the Low Achiever through the individual and survey testing program, (8) the regular K-14 Curriculum

Committees and other special committees on curriculum development give considerable attention to ways of adjusting the course content and instruction to meet the needs of the Low Achiever, and (9) the Adult Program provides many classes designed to assist parents to understand better the problems of youth, and to be more effective in helping their children make a satisfactory adjustment to their society.

Recent Programs Under Foundation Grants

Recently, assisted by foundation grants, some very imaginative programs have been developed which attempt to make these pupils more a part of, and hence, more aware and more understanding of the culture in which they live. Evidence appears to indicate that such awareness and understanding results in a reorientation of the pupil's interests and a higher level of achievement or performance. Certainly, these programs emphasize the complex nature of the problem presented by the Low Achiever, and, therefore, the necessity for a multiple approach to its solution.

The complexity of the problem and the need for a multiple approach to its solution has long been recognized by the Board of Education and the staff of the Oakland Public Schools as evidenced by a tradition of close cooperation with the Recreation Department, police, juvenile authorities, and other public agencies. This loose but effective coordination of effort was formalized in late 1955 into an organization now known as The Associated Agencies. This organization includes the schools, police, youth authority, juvenile probation, health, recreation, and welfare, and its budget is supported equally by the Board of Education and the City Council.

This association of public agencies is sufficiently unique as to attract the attention of some of the leaders of the Ford Foundation in their study of the problems of the great cities. Following a period of intensive work involving not only many staff meetings but consultation with representatives of the Ford Foundation, the administration of the Oakland Schools and the other agencies submitted a proposal for foundation support. In the Fall of 1961 approval was given by the Ford Foundation for a grant of funds to provide a greater concentration of the coordinated effort of the associated agencies in a limited area of the city. This project is designed to give more effective aid to the new family - parents and children - in adjusting to the community and its institutions. For the Oakland Schools it is hoped that this effort will offer many new insights into the solution of the problem of the Low Achiever.

A Survey of Present School Activities Designed to Help the Low Achiever

In the Fall of 1961, Superintendent Berg appointed a committee to assess the activities presently being carried on in the Oakland School System which relate specifically to the Low Achiever and which have as their objective the raising of the cultural or aspiration level of pupils. Further, Superintendent Berg invited recommendations of activities which the committee considered to be of particular value in achieving these objectives. The committee represented the elementary and secondary schools as well as teachers, principals, and supervisors, and was composed of the following members:

Elementary
Ruth Love, Tr.
James Calbert, VP
Hugh Herrington, Pr.
John Lievore, Pr.
Alvin Parrish, Pr.

Secondary
John Casey, Tr.
Ed Tallyn, Tr.
Rosemma Wallace, VP
John Borum, Pr.
Ben Hargrave, Pr.
Elwood Hess, Pr.
Fred Taber, Pr.
J. E. Wasson, Pr.

Supervisors & Directors
Merle Elliott
Robert Todd
Gretchen Walfing

Consultant
John Carusone

Stuart S. Phillips, Chairman

Requests for information and recommendations were sent to the elementary and secondary schools, the City College, and the various service departments. A number of replies were received and the committee had three meetings to consider and discuss both the activities being carried on and the various recommendations.

There is a wide variety of activities being carried on in the Oakland Public Schools which are designed to raise the cultural or aspiration level of pupils, and, for the most part, these activities reflect the enthusiasm and the dedication of teachers and administrators. A large proportion of the activities noted as important relate directly to the regular instructional program. This is to be expected, for the instructional program represents, and to a large measure is the culture of the community. Hence, we find great emphasis upon speaking, listening, reading, writing, the social studies, the arts, study habits, behavior standards and other facets of the school program.

These activities are being carried on largely in the following ways:

1. A continual and careful study of the curriculum by the faculty in order to vary the emphasis in the course content and in instruction to meet the particular needs of the pupils in the school.

2. A studied effort on the part of the faculty to capitalize upon each of the services available to the schools.

3. Providing from the regular teacher allotment one or more small classes of Low Achievers assigned to teachers who are particularly successful in working with these pupils.

4. Assuming more than the usual responsibility for the counseling and guidance of both pupils and parents.

5. Placing far more than the normal emphasis upon participation in extra-curricular activities. A concentrated effort and a contribution of time by the faculty to involve the pupils in these activities and to secure the support of the parents.

6. Voluntary enrollment by the pupils in classes scheduled before or after school, or at noon. These classes are conducted by teachers on a volunteer basis.

Following is a brief summary of some of the activities presently carried on in the schools:

1. Language Arts

   a. Particular emphasis upon clear speech, proper pronunciation, and meaning in language
      (1) Reading aloud - poems, stories, etc.
      (2) Discussions of various subjects and ideas
      (3) Dramatizations
      (4) Choral reading activities
      (5) Increasing vocabulary through the study of words, their origin and their meaning
      (6) Use of tape recorder to improve speech

   b. Emphasis upon developing good listening habits
      (1) Listening to children's literature and poetry read aloud by the teacher or pupils
      (2) Emphasizing good listening in discussions
      (3) Use of the tape recorder for listening activities
      (4) Attending the annual play of the San Francisco Players Guild and other similar programs

c. Great stress upon the importance of reading
   (1) Remedial reading instruction during and out of school hours
   (2) Use of Weekly Readers
   (3) Developing interest in reading as leisure time activity
      (a) Book Clubs
      (b) Visits to school and public libraries
      (c) Programs by visiting teacher-librarians
      (d) Use of books from Children's Division of Main Library and from the school library
      (e) Requiring home reading
      (f) Assisting pupils in selecting books of particular interest
      (g) Developing personal library purchase of paperbacks. The scheduling of book fairs in the secondary schools and also the organization of Teen Age Book Clubs
      (h) Discussions of good books, artistic quality and illustrations
   (4) Developing familiarity with great literature
      (a) Children's literature
      (b) Poetry - some memorization
      (c) Biography
      (d) Books on other peoples and countries
      (e) Books on our heritage and our culture
      (f) Books on myths and legends
   (5) Opportunity to read good magazines - some at school library, some brought by teacher from home
   (6) Use of day old Tribunes
   (7) Summer School Program
   (8) Summer Reading Program with Oakland Public Libraries

d. Emphasis upon developing an interest in writing
   (1) Developing ability to express thoughts in written language
   (2) Use of A to Z Spellers
   (3) Emphasis upon expressing ideas relating to our lives and our experiences
   (4) Developing student newspapers

2. Social Sciences

a. Particular emphasis upon developing appreciation for America and American ideals
   (1) Knowledge of important historic events
   (2) Study of great Americans - Negroes and Caucasians
      (a) Analysis of their lives and discussions of how and why they became important people
      (b) Give pupils the opportunity to identify with great people of their own culture

b. Understanding and appreciation of democratic procedure
   (1) Practicing democratic principles in school activities
   (2) Learning parliamentary procedure

c. Stress upon developing standards of morals and manners
   (1) Developing a sense of values through discussions and practice
      (a) Understanding and appreciation of human qualities
      (b) Acceptance of the importance of social grades
      (c) Understanding of the place of religion in our lives
      (d) Released time for religion - grades 4-6

d. Study of other countries and other cultures
   (1) Encourage pupils to bring in examples of culture from other lands
      (a) Develop respect for foreign cultures
      (b) Discuss and study foreign languages
   (2) Teacher projecting travel pictures
   (3) Parents discussing experiences in foreign countries
   (4) Learning of UNICEF and children of the world

e. Studying current events

f. Emphasis on health and safety education

g. Participation in the Science Fair and development of a School Science Fair

3. Art

a. Developing an appreciation of art
   (1) Viewing and discussion of prints of the great masters
   (2) Visit the Oakland and San Francisco Art Museums
   (3) Participation in citywide art shows
   (4) Discussion of the place of art in living
   (5) Use of reproductions in the Visual Department
   (6) Developing a school art program
   (7) Participation in art work for various programs, hall decoration, assemblies, etc.
   (8) Reading biographies of great artists

4. Music

a. Developing an appreciation of music
   (1) Listening to Standard School Broadcast
   (2) Listening to selected records of classical music, folk music, etc.
   (3) Participation in instrumental music program
   (4) Participation in choral music
      (a) Developing a school choral group
   (5) Encouraging attendance at musical events
      (a) Taking pupils to the symphony and the opera
   (6) Using audio-visual material to see and hear fine symphonic or operatic performances
   (7) Reading biographies of musicians
   (8) Assembly programs by Negro and Caucasian artists

5. Classification of Pupils

a. Establishing a small class of Low Achievers assigned to a teacher with particular ability in working with these pupils. In the secondary schools, pupils may be scheduled with this teacher for three periods a day.

6. Counseling and Guidance

a. Genuine interest of teachers and counselors in offering guidance and help to culturally deprived children
   (1) Discussing use of leisure time
   (2) Recommendations relating to desirable television programs to view on

leisure time
(3) Class discussions concerning vocations and professional aspirations of pupils
(4) Assistance in the development of good work habits. Learning how to study.
(5) Arranging for talks by various resource people - Negro and Caucasian. Leaders in various professions or prominent citizens.
(6) Individual and group guidance and counseling by teachers, counselors, vice principals, and principals

7. Extra-Curricular Activities

a. Encouraging student councils
(1) Emphasis upon service and recognition of service

b. Development of school clubs

c. School assemblies specifically designed to influence the pupils' cultural and aspiration level. Dance festivals, etc.

d. Cooperation with Recreation Department in strong after-school program

e. Trips and excursions to increase experience and understanding of pupils

8. Miscellaneous

a. Intensive use of television programs, radio programs, and audio-visual aids
b. A positive atmosphere in the classroom which offers constant encouragement to the pupil
c. Emphasis upon regular attendance - reduction of tardiness and "cutting classes"
d. Working closely with various agencies and community councils
e. Faculty study of causes of "drop outs"
f. Visits to homes of teachers
g. Campership as a general school project
h. Bulletin board displays

9. Working with Parents

a. Developing a strong P.T.A. and Dads Club
(1) Assist in securing speakers to raise their cultural appreciations
(2) Encourage parent education classes and group activities
(3) Discuss program of the school and how parents can help their children
(4) Encouraging P.T.A. to assist in planning activities for pupils - operas, excursions, etc.

b. Room programs to explain the instructional program

c. Parent-teacher conferences

d. Encouraging parents to plan activities for their children - excursions, operas, etc.

Particular mention should be made of a project involving representatives from six schools in the McClymonds High School Area. This project has been entitled Operation Uplift and includes McClymonds High School, Hoover and Lowell Junior High Schools, and Cole, Lafayette and Durant Elementary Schools. The objective of the program is to raise the cultural, aspiration, and achievement level of the pupils through an improved program in the schools and greater assistance to the entire community. Although considerable time is given to analyzing and discussing effective practices presently carried on, these teachers and administrators are primarily interested in developing a plan of action for which they hope to receive financial support. The recommendations in their project outline will be included in the recommended activities noted later in this report.

The problems of the City College, although similar, are somewhat unique. The following statements from Dr. E. H. Redford and Mr. J. E. Brookins summarize the important activities carried on at the Merritt and Laney Campuses, respectively, which are designed to raise the cultural and aspiration level of the students.

One of the most important functions of a junior college is to give attention to student aspirations. The responsibility of the junior college in this regard is twofold: not only must it help to raise the aspirations of those students who are not likely otherwise to work to capacity, but also it must help those students who are aspiring beyond their capacity to become aware of their limitations and to be realistic about their plans for the future.

So important are these two responsibilities for all schools in general, and the junior college in particular, that Dr. James B. Conant has within recent months published a volume on this particular subject, in which he recommends the establishment of junior colleges dedicated to this principle throughout the country.

On the Merritt Campus of Oakland City College, a good share of staff energies is devoted to the problem of raising the aspirations of some and encouraging those of limited abilities to be realistic with regard to their plans for the future. This is done principally through an extensive counseling program and through the introduction of specialized types of instructional programs. Specifically, the following are cited:

1. Each student has a counselor assigned to him. This is a person who is trained in helping him look at the facts with regard to himself and appraising and evaluating the data which he and the school have accumulated with regard to him.

2. Each student who comes to the Merritt Campus is given a battery of classification tests which give an objective picture of his capabilities. Further than this, a great variety of individual tests, prognostic and otherwise, are administered to students who request such service, or upon the recommendation of counselors.

3. Each entering student is required to take Psychology 50, in which he has an opportunity to explore his purposes and abilities more thoroughly, and in which he can learn something about what college has to offer to him.

4. There also is offered a Psychology 60 class, entitled Career Planning, which furnishes assistance to the student in the selection of a vocation and in his planning for an education to prepare himself for entry into it.

5. In a number of the general subject fields, introductory courses are offered -- for example, Engineering 48, Engineering As a Career -- which are devised to help the student explore his interests and abilities so far as they relate to the particular field of instruction. Such courses conserve the energies of the

student, for they help him tailor his aspirations to his abilities.

6. Somewhat related to the program described in the preceding item, but going beyond it, is the Introduction to Education course, which not only introduces able students to education as a career but also attempts to fire them with the enthusiasm to proceed with the educational background they will need before they can teach.

7. For gifted students there is a formally organized program aimed at encouraging them to individual study and work beyond the level ordinarily achieved in lower division classes. Gifted students from the neighboring high schools are also enrolled in the college and are offered the opportunity to advance at a rate consonant with their abilities.

8. Many of the courses, such as English 52, are built around appreciation and understanding of society and the place of the individual in it. Thus, they encourage youngsters to evaluate themselves and to work within the frame of reference of such evaluation.

9. The whole program of student activities at the Oakland City College is aimed at helping students develop their aspirations and abilities for leadership. The student activities program is involving and giving opportunity to a group of students which, for the most part, has not participated in this type of activity at the high school level. Students are being encouraged to aspire to leadership who have not previously had the opportunity to experience this type of activity but who are likely to continue in leadership positions after they finish college. The Psychology 52 classes are designed particularly for the development of leadership.

10. In an attempt to raise the cultural aspirations of the student body, the student body association has scheduled a series of concerts and is looking forward to the establishment of a lecture series. The stated purpose of the association is to raise cultural aspirations of the students. Some of the classes regularly reserve blocks of concert seats so that they can hear Oakland and San Francisco symphonies and other important musical performances.

Among the artists who have been presented by the student body are the following:

Karl Ulrich Schnabel, piano
Maro and Anahid Ajemian, piano and violin
Bonnie Hampton, cello and piano
Ruth Beckford and Company, primitive dance
Carole Larsen, soprano
Josepha Heifetz, piano
Edgar Jones, baritone

To interest students in intellectual matters beyond the classroom, the faculty association schedules a series of programs called "Faculty Presents", in which individual instructors lecture on their specialties. Other opportunities of this kind are presented to students by Oakland City College through such devices as Writers Night, the Science Fair, an annual art exhibit, continuing art displays throughout the year, and so on.

11. To help students set their sights for their future life, occupational and otherwise, many of the classes bring speakers from the community. The college is fortunate in being close to a university center, and in a metropolitan area, where stimulating speakers are available for this purpose. In a number of

courses, such as drama and music appreciation courses, and the news media courses, attempts are made to develop improved standards of understanding and taste.

12. Through the general education requirement for the A.A. degree, the faculty works consciously to expose students to the culture of the ages so that their personal outlook will be broadened and so that they will be encouraged to aspire to the utmost of their abilities, and yet be able to apply to them a broadened perspective.

13. Finally, it should be pointed out that by its very existence, by bringing higher education to the young people of the District it serves, the junior college works throughout its instructional program to expand the horizons of its students and offers them a continuing opportunity to raise their aspirations.

The Laney Campus of Oakland City College encourages students to develop into competent trade and technical workers. Emphasis upon technical skill, pride of workmanship, and accuracy gives students the opportunity to achieve higher levels of accomplishment than would be possible without such training.

Three specific methods of encouraging higher levels of aspiration and accomplishment are now in use:

1. Many students do not possess the requisite skills in basic mathematics, reading, and English upon entrance. In order to help these students improve to the point where they can best profit from trade-technical training, a preparatory semester is being utilized. Depending upon each individual's needs, these preparatory students are being assigned to reading laboratories, mathematics workshops, and fundamentals of English classes. Upon the successful completion of this preparatory work, many students have improved themselves to the point where they can profit from regular trade-technical courses.

2. An experimental reading laboratory is being conducted this semester in an attempt to find ways of helping poor readers who have high non-verbal ability to improve their reading skill.

3. All of the suggested trade-technical and semi-professional curricula offered on the Laney Campus are designed to encourage students to broaden their overall educational background. Whether working for an Associate in Arts degree or for a Certificate of Completion, students are provided with opportunities to increase their level of accomplishments in technical mathematics, applied science, English, and other skills.

Recommended Activities to Further the Efforts to Help the Low Achiever

The recommended activities submitted by the teachers and administrators to better meet the needs of the Low Achiever fall generally into three categories:

1. Achieving more effective results with the present curriculum
   a. A more generous allotment of teachers to provide
      (1) Smaller classes
      (2) Classes for remedial instruction
      (3) Special classes to meet the variety of needs of the Low Achiever
      (4) Assignment of special teachers in art, music, foreign language, and science as may be necessary to meet the needs of these pupils in the elementary schools
   b. Selecting teachers with particular ability to work with Low Achievers and who

possess the enthusiasm and dedication to help raise the cultural and aspiration level of these pupils

c. Providing an abundance of regular and special services
   (1) Librarians assigned to elementary schools
   (2) Additional attendance supervisors to work with pupils and parents to eliminate tardiness and to improve attendance
   (3) Additional counselors to provide more individual counseling and guidance
   (4) Increasing the services of the guidance consultant, the speech teacher, the psychometrists, and the nurse
   (5) Assignment of additional time for a teacher on special assignment in reading
   (6) Additional clerical time provided for duplication of materials for instruction and notices to parents, correcting tests, and scheduling parent conferences

4. Provision of additional equipment and supplies
   (1) Increase supply of expendable material such as reading workbooks
   (2) Set of encyclopedias for each fifth and sixth grade room
   (3) Increase allotment of library books
   (4) Radios, phonographs and television sets
   (5) Increase allotment of records for music appreciation
   (6) Increase number of musical instruments available
   (7) More songbells available
   (8) Increase supply of reproductions of great works of art
   (9) Increase in allotment of U. S. postage stamps to keep better contact with parents

5. Providing cultural experiences and opportunities for the low achiever which the home is not offering sufficiently or at all
   a. Field trips
      (1) Places of historical interest
      (2) Fairyland
      (3) Visit important and well designed buildings - Kaiser Center
      (4) Pleasanton Dairy Farm
      (5) Planetarium
      (6) Aquarium
      (7) Zoo
   b. Attendance at cultural events
      (1) Symphony
      (2) Opera
      (3) Ballet
      (4) Plays
      (5) Art shows
      (6) Art galleries
   c. Use of the public and school library and the development of enthusiasm for personal library
      (1) Visits to library
      (2) Visits to book stores
      (3) Greater emphasis upon "Book Fairs"
   d. Extra-curricular activities
      (1) Clubs related to many interests and hobbies with paid sponsors
      (2) Special assembly programs with outstanding talent in the fields of music, art, literature, science, travel, business, politics, world affairs, etc.

6. Working with the parents to increase their effectiveness in raising the cultural and aspiration level of their children
   a. Adult education courses

b. Series of meetings with the student counselors, vice principals, and principals
c. Conferences with guidance consultants and other service personnel
d. Notices sent to the parents to inform them of opportunities to attend various cultural events

In addition to the recommended activities listed above, attention should be called to the many excellent programs included in the original proposal to the Ford Foundation. This document included reception services, remedial services, occupational adjustment activities and staff in-service training, and recommended the involvement of the entire school system from the Child Care Centers to the Oakland City College. Only a very limited portion of this plan is being presently financed by the Foundation. Certainly, if there is a possibility for a greater financial commitment to the program to help the Low Achiever, careful consideration should be given to these recommendations which represent a concentrated effort and the combined thinking of a large number of the staff of the Oakland Schools.

Conclusion

It is apparent that the Board of Education and the staff of the Oakland Public Schools have been keenly aware of the problem of the Low Achiever and that through the years a number of services have been established which offer significant assistance to these pupils. Further, teachers and administrators have initiated a variety of programs designed to help the low Achiever. Most of these programs at the school site have developed as a result of the interest and enthusiasm of the faculty, and with little or no increase in the allotment of teacher time.

It is equally obvious that there are tremendous opportunities for improving the effectiveness of the school program for the low Achiever. The committee is impressed with the importance of better communication of successful activities presently under way. Although faculty initiative and enthusiasm is a necessary factor in the success of any program to help the low Achiever, the members of the committee believe it is important also that there be some recognition and encouragement of these activities through increased allowance of teacher time, additional equipment, more supplies, or other assistance. A number of schools have submitted requests to carry on small programs including items noted above for which a special budget allocation would be necessary.

Stuart S. Phillips
Asst. Supt. of Schools

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